

THE Language Teacher

全国語学教師協会

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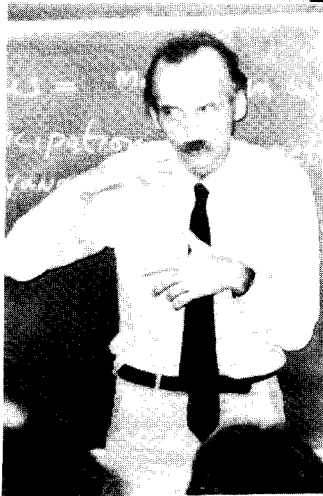
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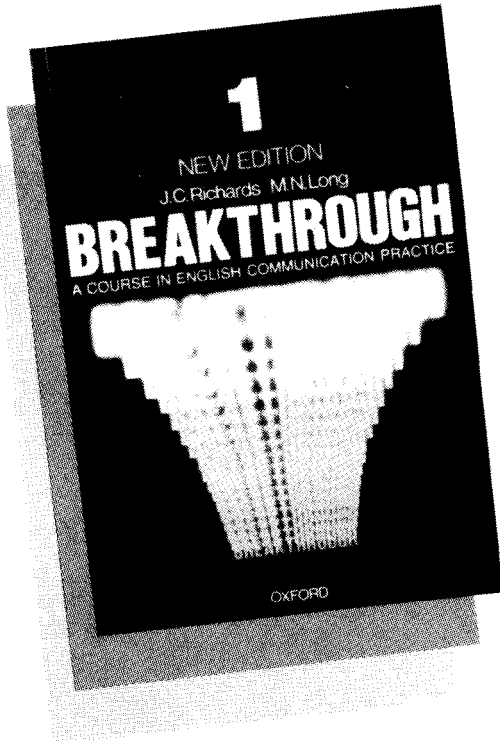
TEACHER TRAINING



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The Japan Association of Language Teachers is a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. It is the Japan affiliate of TESOL. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are currently 19 JALT chapters: Hokkaido, Sendai, Yamagata, Chiba, Tokyo, Yokohama, Hamamata, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okinawa.

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Editor: Deborah Fossman-Takano, Hiroshima Jogakuin Daigaku, 4-13-1 Usuta Higashi, Higashi-ku, Hiroshima 730; (082) 221-6661

Co-Editor: Marie Tsuruda, Hiroshima YMCA, 7-11 Hatchobori, Naka-ku, Hiroshima 730; work: (082) 228-2269; home: (082) 289-3616

Book Review Co-Editors: Jim Swan and Masayo Yamamoto, Aoyama 8-122, Nara 630

My Share Editor: Marc Helgesen, New Day School, Company Bldg. 5F., 2-15-16, Kokubun-cho, Sendai 980

Announcements Editor: Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612; (075) 622-1370

Japanese Language: Masayo Yamamoto

日本語の原稿の送り先:
630 奈良市青山8-122 山本雅代

Advertising/Commercial Member Services: John Boylan, Eifuku 1-33-3, Suginami-ku, Tokyo 168; home: (03) 325-2971; work: (03) 409-8111, ext. 1446 (Tue.-Fri., 12:30-1:30 p.m.)

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Publications Chairperson: Virginia LoCastro, 3-40-25 Ogikubo, Suginami-ku, Tokyo 167; (03) 392-0054

JALT Journal Co-Editors: Andrew Wright and Richard Berwick, #505 C.I. Mansion, Yamate-dori 1-28, Showa-ku, Nagoya 466; (05) 833-7534

JALT Central Office: Junko Nakamura, c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600; (075) 221-2376

Interview-

KAKITA NAOMI

インタビュー

ゲスト： 垣田 直巳氏
(Kakita, Naomi)
聞き手： 鶴田 マリ
(Tsuruda, Marie)

今月のJALTインタビューは、中国地区英語教育学会会長をなさっておられる広島大学教育学部教授の垣田直巳氏に、広島支部の鶴田マリが、日本の英語教育についてお話を伺いました。



※ 先生きょうは貴重なお時間を割いていただきありがとうございます。先生はずっと大学で英語を教えていらっしゃるわけですが、日本人学生の英語力は実際の程度なんでしょうか。

先日、ニュージーランドのオークランド大学でアジア言語学部の部長代行をしておられる秋間俊夫先生が広島大学を訪問され、留学生にかかわる問題についての話し合いの会に出ささせていただく機会がありました。話題がたまたま日本人学生の英語力に及びました時、ある人の調査では TOEFL の得点で、日本人は世界 106 か国中で 85 位、アジア 20 か国中、なんと 18 位であるという指摘があったことを披露しました。1)

※ そんなに低いとはショックですね。
先生はそのあたりの原因をどうお考えですか。

秋間先生は、それはある意味では当然でしょう。なぜなら、日本ではすべての学問が日本語を使ってできるからです、とのご意見でした。確かにそうだと思います。(悪口を言う人は、日本では英語も日本語で学べるほどです、と言います。)
すべての学問が日本語でできるというのは、それほど

西洋語の翻訳がすすんでいることを意味していると思います。日本人の翻訳力は大きいたものですが、それには日本語独特の構造がかかわっていると言われます。すなわち、和語と漢語を活用することにより、幕末から明治にかけて大量の外国語の訳語が作られた、と森岡健二先生は指摘されています。たとえば、「風船」、「晴雨計」、「引力」、「仮説」などの明治期の訳語は、まず和語で考え、それに当てた漢字を音読することによって作製されたものと考えられております。

その点、中国も漢字の国ですから、訳語作製の可能性を備えているはずですが、西洋文化の摂取が日本より数十年遅れたために、結果的には、日本で造られた造語を大量に採用するという方法をとりました。中華人民共和国の憲法にさえ、日本製の漢語が全語彙の 1/3 程度含まれ、西洋的な概念の翻訳では日本にならう傾向が著しいということです。2)

※ 大変面白い現象ですね。

こうした抜群の翻訳力のおかげで、日本語ですべての学問ができたと言えましようが、それが、日本人の外国語力(ここでは英語力)の貧しい理由のすべてなのかどうかと考えると、やはり、疑問が残るのです。

※ 中・高の英語の授業についてもいろいろな意見があるようですが、その点はいかがですか。

かつて、ミシガン州立大学の今村茂男先生が記されておりましたが、日本の英語教師の多くは新しい教授法についての知識をもってはいるが、それを実行に移そうとしない。というのは、もしもそのようにしたら、彼らの教えている生徒が入学試験に通らなくなると考えているが、果してそうなのかどうか。彼らはむしろ入試を言いわけに使っているのではないかと指摘されています。

※ 知識があるのにそれを生かすことができないとはどういうことなのでしょう。

日本人は外国語によるコミュニケーションの力が乏しいことで有名ですが、そのようになったのには、文法・訳読教授法への依存があること、その理由としては、大学の教官のほとんどが文学の専門家であり、また、おびやかな英語科教育法の授業があること、に言及されています。3)

※ 結局、教員養成の時点に問題があるわけですね。

ここで指摘された「英語科教育法」(3単位)は、いわゆる英文科の授業の中で、英語教育を考える唯一の機会であると言ってよいかと思いますが、この授業を受けている学生に、自分たちが受けてきた授業がどうであったかを考察させますと、すべてではないにしてもかなり多くの学生が、たとえば、次のような感想を寄せます。

「確かに今振り返ってみると、私の高校の時の英語の授業はあたかも英語学の授業であったようです。高校生のときは何ら不思議には思いませんでしたが、今英語教師を目指す1人として残念な気持ちでいっぱいです。たとえば、'I was so tired that I could not go out.'の文におけるthatを説明せよと言われると、『接続詞で、soを伴って、結果または程度の副詞節をみちびく』と正確に答えないと叱られるという状態でした。」(Y.I., 男子)

これこそ典型的な' parsing'による文法教授と言えましょう。こうまでする必要があるのでしょうか。'I should have studied harder.' というような文が出てくれば、待ってましたとばかり「これは仮定法であって……」となるでしょうが、これは、「ああすればよかった」と後悔の意味をあらわす「カテゴリーとして覚える」方がよく、また、その意味はどのような英語を組み合わせで表わすのかを知る方が大事ではないでしょうか。

「中学・高校とふり返ってみると、英語教育はやはり文法に傾いていたような気がします。高校時代、クラスにドイツからの留学生がいて、英語の授業もいっしょに受けていたのですが、文法問題の答がわからず、とりにいた私に答はどれなのかとたずねたことがありました。その子はもちろん英語が上手に話せました。この時ほど私は、文法を理解することと英語を話せることが同じではないということを感じたことはありません。」(Y.N., 女子)

といった声も聞かれますが、では、文法は万全なのでしょうか。

この間、大学生を対象として、次の3つの文が正確に把握できているかどうかを調べたことがありました。(1) John is easy to see. (2) Jack promised Bob to go. (3) Jack asked Bob what to do. です。

実は、これら3つの文は、Carol Chomskyが英語の母国語話者の文構造習得の順序を調べるために使用した4つの文のうちの3つです。仮説としては、(1)と(2)が9歳までに、(3)は10歳までに、それぞれ習得されるということです。(1)の文を調べるために5歳から10歳までの子供30人を対象として、1人ずつの子供に、目隠しをした人形を見せて'Is this doll easy to see or hard to see?'と尋ねたということです。(4)

大学生対象の場合は人形ではなく、ペーパーテストとし、(1)では、Seeing is easy for John. To see John is easy. John has good eyesight. の中から、また、(2)では、It is Jack who promised to go. It is Bob who promised to go. Bob said, "I promised." の中から、それぞれ選ばせるようにしました。(3)は省略)。

誠に残念ですが、179名の正答率は、(1)67.03%、(2)88.27%、(3)94.41%でした。つまり100%ではなかったということです。英文法とは、英語という言語の文構造、

システムを意味するものとすれば、そして文法が重視されているとすれば、当然、こうしたテストでは100%の正答率であってほしいと思います。そうでないということは、中・高で教えられている文法とはここで言おうとしているものとは何か別のものを意味しているのだろうか、と考えざるを得ません。

※ ところで、英語の授業時間が週3回になったことについてどういう風にお考えですか。

ことばがコミュニケーションの役を果たす上で大切なのは文構造であることは言うまでもないとして、もう一つ大きな要素は語彙、特に内容語が豊かかどうかという問題があります。

これも残念ながら、中学校における週3時間の英語授業になってから、語彙が大巾に減ったと思われます。そうでなくても日本の英語教科書には内容語とか日常生活に使う語彙が少ないと言われてきたのですが、現在ではその度合いが一層強くなったと言ってよいようです。

中学校における現行学習指導要領では、新語の数はわずかに900語～1,050語と決められ、そのうち490語が必修語となっています。現行の教科書を1982年版の5種類とし、その前の1977年版の4種類と比べますと、本文の語彙総数では61,473語から49,342語と21.36%減ったこととなります。異語数も頻度数も減ったと言ってよいでしょう。(5)

※ 文法に関してはどうでしょうか。

たとえ教科書が薄くなっても、わが国は文法重視なので文法への配慮は変わらないと考えておりましたが、実はそうでもないことがわかりました。つまり、言語材料が減ったのは内容語だけであろうと思っていましたが、機能語にも影響が見られるようです。

具体例としてwh-questionのうち代表的な6語を取り上げ、1977年版と1982年版とをくらべ、減少の度合いの高いものから並べますと、

Who (- 54.46%)	how (- 34.78%)
Where (- 54.05%)	When (- 22.0%)
What (- 36.83%)	Which (- 25.22%)

となっており、それだけ出現の頻度が減っていることとなります。

同じく前置詞の代表的なものの出現頻度を比べますと、1977年版から1982年版への推移で、to (1,363→1,089) in (1,023→912) [前28→17]、of (730→604) という具合でした。

内容語の減少は大変目立ちます。たとえば、家族関係を示す語彙は1977年版では約1,000語ありましたが、1982年版では672語、すなわち、32.8%の減で、内容語へしわ寄せがなされているという感じがします。

もともと、ここで取り上げたのは、Thorndikeの頻度表によれば100万語に100語(以上)出るA Aにランクされる1,069語レベルのものでですから、高校に入れば遅かれ早かれ学習される語彙と言ってよいと思います。

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※ 大学生で必要とされる語彙数はどれ位でしょうか。

中・高の生徒はともかく、英語教師をめざす大学生にとって問題となるのは、頻度数が15,000語台の日常語、いわゆる 'Survival English' をどれほど習得しているかではなからうかと考えます。

たとえば、Bathroom の全景の絵をもとにして、大学生に、その中で使われている器具を英語で書くように求めました。よく書けていたのは, bathtub, shower, soap, towel, mirror で, wastebasket, drain, faucet, tiles, rug, sink, toilet はほとんどと言ってよいほど書けていませんでした。

「このような語彙テストの結果をどう受けとめるか」と尋ねますと、ほとんどの学生が「英語を学びはじめて9年にもなるのに、このような身近かなことを英語で言えないとは情けないということにつきる」という意味のことを答えています。しかし、同時に、「こうした語彙力があるにこしたことはないが、ここまで求めるのは無理であると思うし、外国で暮らさない限り必要ないと思う」とか、「受験英語のためには必要ない」と答えています。ここにわが国の英語教育の特色が見られると思うのですが、いかがでしょうか。

※ 受験ということが何にもまして優先する訳ですね。

しかしこれからの世の動きに対応する為に、英語教育も変わっていくべきと思いますが、今後の英語教育の目指す方向といったものをお話し下さい。

外国人に対する日本語教育が盛んです。日本語の教科書を見ると身近かな語彙が多いのに気づきます。日本で暮らすことが前提となっているからでしょうか。それもあるかもしれません。しかし、少なくともことばを学ぶとはそのような語彙から学ぶことを意味しているのではないのでしょうか。英語を学ぶのでも、ESLのレベルにまで達してこそ、その目標を達したと言うべきで、英語科の教員養成のあり方をも含め、根本的に考え直さなければならぬ時機にきているように思うのですが……。

※ 長時間ありがとうございました。

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Interview — PETER STREVENS



Prof Peter Strevens needs no introduction: his bio-data most recently includes the fact that he is Chairman of IATEFL, the International Association of Teachers of English as a Foreign Language. He was in Japan last fall for JALT '84 and talked with Virginia LoCastro about his most recent concerns and areas of interest.

Classroom Practice and Research

The idea that teachers should do in the classroom only what is validated by research and theory is simply unthinkable. It goes the other way around. The way teachers operate in Britain is that the background work is going on anyway. There are various ways in which attempts are made to prove the effectiveness of teaching, including above all the much greater sophistication in the last five or ten years in methodology. This perhaps isn't taken into account by some of the theoretical statements. There have been enormous improvements in the effectiveness of teaching.

But research is something that if you can get the opportunity to do, that's fine, and you may learn quite a bit from it. If you do enough research that it holds together and starts making some theory, better still. You will get a lot of illumination from that theory. But in no case would one feel the theory should dominate or determine the classroom practice. What theory does do is give the individual teacher knowledge, an orientation, but it would not direct classroom practice from day to day.

Teacher Preparation: the UK vs. the US

I am not sure where the idea comes from. I think it comes from the way that teachers of EFL, teachers in general, are trained in the philosophy of education in the U.S. and in

Britain. In the United States, in order to be, as it were, licensed to be a teacher, certainly at the high school level, you have to start off with an M.A. An M.A. is an academic course with theoretical components, theoretical linguistics, theoretical psycholinguistics, and so on. You also have to do research papers and read about research. It's an academic exercise. So the American teacher, or so it seems to me from the outside, is initiated into the role of research and theory as part of becoming licensed, and is given much less initiation into classroom excellence.

In Britain, taking an M.A. is rare. It's not the way you become a teacher, either in secondary school or in university. The normal route, certainly for becoming a teacher of EFL, would be to take a degree and then to have an education qualification, which would have little theory in it. And almost certainly no linguistics. Then you would take a specialist EFL qualification, probably one of the R.S.A. diploma courses. So then the teacher begins his/her career with a pedagogical orientation, not at all a research orientation.

That doesn't mean to say that nobody takes an M.A. or a Ph.D. But it does mean, however, that people who do so do it later on in their careers. After about five or six years, if they have intellectual curiosity, then perhaps one in a hundred might do an M.A.

English as an International Language

My mind is interested in three particular areas. One area is the spread of English, the unity and diversity of English. In a sense, I am coming to the end of that stage. I've learnt an enormous amount while studying it and in particular I have been involved in some of the work done at the East-West Center on English as an international and English as an intranational language. I've been involved in varieties of Englishes and their description and differentiation as well as trying to answer the question which we as teachers of English are often asked about how it is that this enormous proliferation of English, hundreds of different Englishes, is still the same language. What is the unity inside the diversity? Or, alternatively, if you don't think there is any unity, is English about to fly apart, like Latin did? I think the answer is that it will not, but that's the kind of thing I've been involved in these last four years.

Teacher Training

A second area I am still involved in, perhaps even more than before, is teacher training. Now, as with many parts of the language teaching world, teacher training is something that is done but very little written about or thought about. The preparation and design of teacher training courses has tended to be ad hoc, pragmatic. Whoever is good at teacher training sits down to do a course for some students. I don't think that's good enough. So for the last 18 months, two to three years perhaps, I've been trying to arrive at some kind of rationale, some kind of generalized statement ~ I wouldn't call it a

theory except with a very small *t* indeed – about how teacher training courses should be designed and about what underlies the way in which teachers all over the world have similarities. There are reasons there are these similarities and I've been trying to get at them. I gave my last talks on this at an American-British-Canadian seminar at Teachers College-Columbia University in May (1984) in the form of 20 propositions on teacher training. It's about to be published in a new journal issued by the Institute for Language and Education in Hong Kong.

Model of the Language Learning/Teaching Process

Then the third area I am involved in is developing a model of the language learning/teaching process. In that respect, I am convinced it is possible to make a statement, though I would not call it a theory because I think you should use that word in a deliberate and principled way. I think an integrated statement can be made about how the teaching of languages had developed because of a growing awareness or perception of what the language learning process is like. This of course has nothing to do with psycholinguistics. What I am talking about has no origins in or connection with first/second language acquisition research. But it does have its origins directly in the place where the learner and the teacher come together, in the learning/teaching situation.

I think we are involved in a process which is crucially altered by the fact that the learner is learning with the mediation of a professional person, in other words, a teacher. That doesn't mean to say that I believe teaching is always beneficial. Heaven knows there is bad teaching. But it does mean, however, in my view, there exists the possibility of good teaching which capitalizes on what is known about learning and which enables the learning potentialities of the learner to be more fully exercised than would otherwise be the case.

Good Teaching

That means I really do believe in teaching, in informed, good teaching. I do believe a good teacher is a person who has the understanding, experience, knowledge, information, and skill to recognize the learners' learning progress, and to view, in each class, the individuals and their potentialities and their hangups. I think when teaching is well done it is of enormous benefit to the learner.

This is one of the areas where I find it difficult to agree exactly with Steve Krashen. He's generally referring to examples of bad teaching and I totally agree with him there's a lot of bad teaching around. However, I am more concerned with good teaching and making more teachers good teachers so that they can give more help to more students.

I suggested half in jest a few years ago what I call Strevens law, which says that for every year of organized school instruction in a foreign lan-

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guage about two years, the consequences will be to reduce the student's ability rather than to increase it. So bad teaching does not adequately recognize the complexity and possibility of learning.

Twenty Propositions

When it's published, it's going to be called "Twenty Propositions on 'Teacher Training: Towards a Philosophy of Teacher Preparation.'"

The first proposition refers to certain pre-suppositions about the relationship between teaching and learning. The training of teachers of foreign languages rests on three basic pre-suppositions: 1) the learning of languages is systematically improved by good teaching, 2) the teaching of languages is systematically improved by good teacher training, and 3) teaching has the status and characteristics of a profession within which teacher training is a central element,

So that's the starting point. Then there's a statement about teacher training within education because I don't believe teacher training is free-standing. It makes a part of the global profession of education.

The third one is a statement about the qualities of a good teacher. Language teacher training assumes without overtly stating it that what it is trying to produce is some kind of idealized teacher. At least one can say that to become a good teacher there have to be certain prerequisites, such as an adequate level of personal education, suitable personality, and sufficient emotional maturity, as well as a command of the foreign language at least sufficient to teach it.

The fourth proposition is about the characteristics of the profession. The fifth one is about selective entry for teacher training in which I state that there are important reasons, some of them moral reasons, why it is not appropriate for those who wish to be teachers to be only self-selecting. There are certain people which the teaching profession knows are going to be a bad influence upon themselves and/or their students: people who enter the profession for the wrong reasons, people who have certain kinds of psychological impediment to being a teacher. They do in my view need to be selected,

Then there is the proposition about teacher development. I happen to believe that a teacher's professional competence doesn't remain static, developing throughout a teacher's career. There are three kinds of things that teacher training needs to look out for. The first is that, given that learning is improved by good teaching and teaching by good training, training in turn improves as a result of developments in the practical and intellectual bases of language teaching. The second is progression: the teacher's competence evolves over time, fed by experience, thought, and growth of understanding. In other words, the teacher who leaves his or her training course is not the same person after ten years of experience. A teacher's development is potentially

carver-long so that there should be other periods of teacher training through the career.

'The next one links with other disciplines, emphasizing the fact that teacher training must be fed from many disciplines, the philosophy of education, classroom research, linguistics, psycholinguistics, sociolinguistics, discourse analysis, and so on. It doesn't mean to say that a teacher has to become a specialist in each of those. It does mean that those who train teachers need to be able to distill from each of those those parts important for the understanding of the teacher in training.

Then the next one, proposition eight, is about the intellectual basis of teacher training. I think what's happening is that language teaching is changing from a technique-centered activity that is centered in methodology into a professional philosophy or paradigm.

The next one distinguishes between initial and further training initial before moving into a classroom, further training when you are already experienced and general vs. specific training. That's to say there is training as a teacher no matter what the subject you're going to teach and there is special training of being a teacher of a particular subject.

Then there is a proposition about typical initial training. This is followed by, some propositions about elements of content in teacher training, in particular, the three main elements required in initial training: practical skills, professional information, and principle and theory.

Then there's a proposition that teacher training must include practice teaching. You haven't been trained as a teacher if you haven't been given the opportunity to see what it is like being in the classroom as a teacher, not as a learner.

The next one is that language teacher training should be relevant to the particular conditions the teacher is going to teach in. The next there are 15 now, relates to familiarity with the foreign language one is going to teach. There are some very important issues there.

The sixteenth may sound trivial, but in fact I think it's very important; it is that the theory and principle element of initial teacher training should be relevant to the trainees' immediate future teaching and that language teacher training is by definition vocational. It's academic only incidentally. I would actually say that a teacher training course which consisted of doing an M.A. and which had no supervised teacher training practice, for example, is not very good teacher training.

Seventeen is about the balance of elements, because practical skills, professional knowledge, and principles and theory are relevant in different proportions depending on various circumstances.

(cont'd on page 10)

Interview —

CALEB GATTEGNO**THE SILENT WAY:
SOME BACKGROUND and PRINCIPLES**Photo: Courtesy of *The English Journal*

Dr. Gattegno, the creator of the Silent Way, holds degrees in psychology, education, mathematics, physics and chemistry. In his efforts to make the field of Education into a science, he has worked extensively in the areas of Language Teaching and Learning, Reading and Mathematics.

The interview by Peter Ross (of Nichibeï Kai-wa Gakuin, Tokyo) from which this segment has been extracted took place during Dr. Gattegno's visit to Japan in April of last year. Another portion of this interview appeared in the January, issue of the English Journal.

PR: *How did you come up with the Silent Way? What was the process?*

CG: Well this is told in other places, but I can repeat quickly what I said. From April, 1953 to April, 1954, I used the cuisenaire rods to teach arithmetic to young children. And that's where for the first time I was successful in teaching young children arithmetic. Until then, although I was a mathematician, although I was a teacher, I never managed to do that. In April, 1954, the question arose to me that since you can teach them the language of mathematics, can't you use the rods to teach other things? And then I found I needed five years to discover all the things I can teach with the rods. And that's the content of the charts.

I didn't publish anything, I didn't even write an article on any of my experiments. I only went on trying to find out "Can I do this for Spanish? Can I do it for French? Can I do it for Hindi? Can I do it for German? Can I do it for Russian?" And I found how much there was in the rods, in

manipulation of the rods and in involving the students. And when you put all these things together, you get the contents of the charts in all the languages. But at that time I did not know. It wasn't yet printed. When it was finally printed and up on the wall there were other, different problems, and a new set of discoveries followed.

PR: *It sounds almost like you're saying that if you could teach something with the rods, then it's something that should go on the charts.*

CG: I can create linguistic situations with the rods and you will learn some arithmetic. Now I can use the situation and what you learn is to say "The yellow rod is between the blue and the black," or "The blue rod, which is between the yellow and the black, is to the left of the black, and to the right of the yellow," which is putting words into circulation.

So you see that you can describe a situation in many ways, And that's what we want to teach newcomers to the language - what we call equivalent expressions. That's where the freedom is. When you forget a word, you can generate a statement to make people know what it is. The rods provide the meaning, and then you get the words attached to it. For instance, if I put one here and one there, I can do "here" and "there." If I hold one, I say "It's my rod," and if you hold one, "It's your rod."

PR: *You can create almost any situation.*

CG: Now, the question was, "Can we do this for everything that students of English need?" Yes! And so I have a set of charts which contain the key functional words of the language, and if you go through them systematically with sets of rods and with my teaching you will be as good as I am. And that's a new principle in teaching. I want you to be as good as I am. .at every stage.

But that's too general. I would like to make it more precise. As a teacher, I create a hierarchy of activities which will free you, the student, more and more. That means at every stage you are as good as a native at each particular thing. And as you proceed you continue to be as good as native -- except, perhaps, that you may not know some of the particular words for discussing a topic. But, after all, native speakers have that same problem.

PR: *Right!*

CG: They know more, but they don't know everything.

PR: *We'd like to ask your opinion of the Japanese educational system.*

CG: I don't know. I know him now [*pointing at the technician*]. How many hours did you study English?

PR: *Too many!*

CG: Well, you see that's what I know. I know that the Japanese have spent much time learning English, and they don't feel confident, and they

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don't feel happy about it. They can't speak it. I want people who spend a hundred hours to learn English--*learn English*, and not spend a hundred hours and know nothing. You see, learning a language is not acquiring knowledge, and he *(the technician)* still thinks that that is the case. Most people believe that learning a language is acquiring knowledge.

PR: *That's a big problem in Japan. English is an academic subject.*

CG: But it's exactly the same as what Americans do with French and German. They think it's knowledge. Teachers do the same. They believe that if they cram you with vocabulary and rules and exercises you will know And you don't.

PR: *How and when did the Silent Way become well known."*

CG: When did it become known as "Silent Way"? The words "Silent Way"?

PR: *No, the concept of the Silent Way.*

CG: Well, I went all over the world eight times, so I brought it with me, and I showed it in Argentina, in Colombia, in Fiji, in Japan, in India, in Ethiopia.

PR: *Who were the first authors to write about what you were doing?*

CG: The first ones were two reviewers of my 1963 book. One was in the *Slavic Journal*, and one in the *Hispana*, by an association of teachers of Spanish, in 1964. I sent it round to many people, but nobody took it seriously, so it wasn't reviewed. The man who made a difference is Earl Stevick, when he wrote his review. I think it was 1974.

PR: *What is the best way to become a Silent Way teacher?*

CG: I think the proper way is to have one workshop with someone who has understood what it is and puts the stresses on the right techniques and materials. And then take the plunge, and make your mistakes. And after that, come back to an advanced workshop.

Teachers are the boss in their classrooms, and I don't interfere at all. But the ways in which I work are not immediately understandable. They're difficult to grasp because they work smoothly. And so you'd better learn from those who make mistakes, many mistakes. That's the best way of learning. From me, very few people learn.

PR: *You mean learn how to use the Silent Way?*

CG: That's right. Because they don't know what goes on in me. They don't know what my experience is; they don't have that experience. And they don't do what I do. As a result, what we do differs. The Silent Way is a pragmatic, an empirical approach to teaching languages.

PR: *What do you mean when you say it's "empirical"?*

CG: It means you learn it while you're participating in it. I don't teach you "Do this and do that and it works." You learn it with the students, when you are working with them. They respond to you, and you respond to them. It's taking place- now. There is no ideal, there is no consideration of what it *should* be; and nobody minds that. We don't say "It should've been better. It should've been different." We are what is. That is perhaps the Zen aspect of it.

PR: *Do you think there is any similarity between Zen and Silent Way teaching? Or have you drawn from Zen?*

CG: I haven't. But many people tell me that they see connections, and since I'm ignorant, I have to accept what they say. What does Zen mean? It simply means that people have become sensitive to the inner life, And if that is what they're doing, I have done it too in the Silent Way. But I don't proclaim that it's going to improve you as a person; that's what Zen aims at. Zen says that you'll be a better person. I say you'll be a better reader, and what you do with it is your business.

(cont'd from page 8)

Then there is the professionalism of the staff, those who are actually training teachers. The 19th proposition is about probation and updating and specialization because at the end of the initial training when the teacher goes into his or her first job, in my view, s/he ought to be on probation for a time to see whether it's going to take, whether s/he wants to continue. After that, the teacher will certainly want to receive updating. Things change, new theories come along which might have some consequence, and new materials come on the market. The teacher ought to have the opportunity to get some specialization, sonic up-dating at that time.

Then finally my 20th proposition which in some way is also very important is this: language teacher training is essentially dynamic and not static. It evolves and develops in line with new developments in language teaching and it provides for new entrants as well as experienced language teachers opportunities for keeping up to date with the practices and philosophy of language teaching.

It's a reductionist job to try to reduce it to 20 propositions, but it does concentrate the mind.

IN APPRECIATION

The Editor would like to thank Virginia LoCastro, Chairperson of the JALT Publications Board, for editing the September 1985 issue.



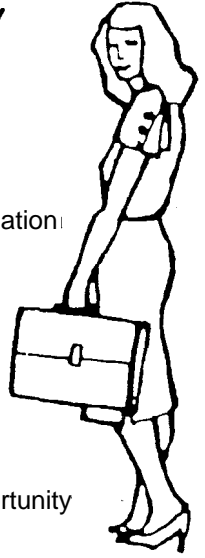
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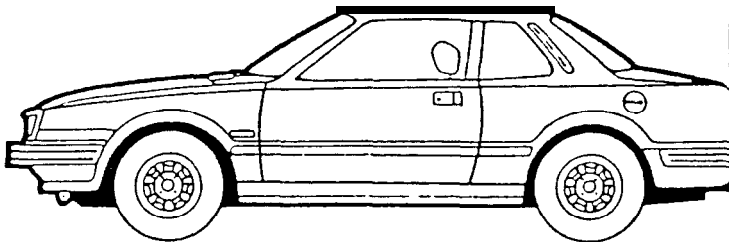
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opinion

ZEN AND THE ART OF TEACHING

By Keith Maurice, Mahidol University,
Bangkok

The field of ESL has, in its history, swung from one extreme to the other in ways of dealing with the teaching act. Whether we are now in an age of "enlightened eclecticism" or "frightened confusion" remains to be seen. But regardless of the history or the current condition, most of us are well aware of the potential that this field has for growth. We can learn a great deal from such diverse areas as sociology, communication, philosophy, business, drama, music, and so on. One discipline and approach to life that has some particular relevance to teaching is ZEN.

Zen aims to develop a heightened awareness of the self and of the world in which the self interacts. It aims for wisdom rather than knowledge, for flowing action rather than deliberately thought-out opinions, for self-perfection based on internal growth rather than external privilege. This paper is not about Zen in all its complexity; it is about a few basic elements of Zen that relate directly to the act of teaching.

In a famous old Zen story, a Zen master was called on by a professor who desired to learn all he could about Zen. The master poured the professor some tea. He filled the visitor's cup and then kept on pouring. At first the professor was surprised, but then he was shocked. Finally, the professor said, "Stop it! No more will go in!" At that, the master told the professor, "You are like this cup. You are full of ideas and notions. How can I show you Zen unless you first empty your cup?"

This story is about the weakness of having preconceived notions about how things should be and about how we have to open ourselves to really learn. If your mind is made up, you don't learn. To learn, you must be aware. You must be able to observe carefully. But to observe others, you must also be able to observe yourself. Socrates' dictum, "Know thyself," follows the same path. Opinions close the door on openness. Opinions cover one small layer of the onion. Awareness looks at the totality of it.

What then does Zen have to do with teaching? First, it involves a discipline. To do Zen is not an idle act. It takes willpower and a lot of work. It involves mind over body. Habits of the past must be overcome just as teachers must help students overcome and/or go beyond the past. To teach is to change. To teach is to show someone the right direction, but to show someone else, we must know where that direction leads. We must know how to lead others so that they can eventually lead themselves. Every act of

teaching involves a reaction on the part of the student. Whether they learn, or what they learn, depends on our handling of that act. A grammar point and a sour attitude translate to a student who cares a bit less about communicating in the new language. Enthusiastic nonsense leads to student frustration over wanting and trying to learn but with no results. To do it right, teaching, like Zen, requires planning, preparation, and practice. It requires the will to do whatever is needed to enhance the learning of the student.

Zen also calls for fulfilling one's potential. The perfection of self is not a 'me' generation self-indulgence, but rather a search for the wholeness within. The self is constantly in a state of change. If progress is being made, that change represents not confusion, but a refining of the core. For teachers, that means we need to strive ever onward. It is not enough to learn the newest trends and techniques. The teacher must also search for the answers within the context of his or her own experience. We must see how the trends fit the needs of our students. We must not be blinded by our own opinions and neither should we be blinded by the "expertise" of others. Awareness does not come with band-wagons, but with disciplined search. We must always strive in order to thrive in our work.

A Zen being is filled with feeling and intuitive reasoning. An intellect filled with opinions and judgments can sometimes lead us astray from enlightenment. Ingredients do not make a soup. It takes a chef who can intuitively put the ingredients in as needed. Teachers must be able to intuitively change the class around, shift strategies, open up the discussion, and so on.

There is a science to teaching, but it is not a hard science. Unless we become rats in a cage or computers in a carefully controlled room, it never will be. But the *art* of teaching is very much an intuitive act. We must be in tune with our students and their needs, characteristics, and desires. Then we mix the ingredients of the classroom together into a successful outcome.

Spontaneity is a very big part of Zen. It is not the same as the lackadaisically lazy way of 'doing your own thing.' It is the spontaneity that comes from so much practice and focused concentration.
(cont'd on next page)

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.

(cont'd from previous page)

tion that it becomes natural. After the planning and preparation, we go into the classroom and teach. And when we teach, that's all we do. We don't drift off into the meeting after class or the party later at night. We act in the present,

Non-aggressiveness is part of Zen. Zen masters don't push to get their way. When they are pushed, they do what the occasion calls for, but they don't necessarily push back. They remain aware of what is happening. For the teacher, this could translate into student-centered learning. We must not only show the students where to go; we must also lead them from where they are now. We let them take us where we want to go.

Zen is fixed in a fluid way. Zen morality could be compared to ESL methodology. Another story illustrates. Two monks were walking along a muddy road in the rain. As they came to a river, they saw a beautiful woman in fancy clothes who couldn't cross because of the mud. The older monk quietly picked her up and carried her across the river. For the rest of the trip, the young monk silently fumed. Finally, he burst out. "How could you ever think about holding such a young, beautiful woman in your

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arms like that? It is against our teachings!" To this, the old monk replied, "I put her down a long time ago. Are you still carrying her?" The point for teachers is clear: if it works in the classroom, do it, even if the methodology books frown. Theory sways and cannot handle every instance of classroom interaction. Good teachers go on unpretentiously.

These few points of Zen can assist the classroom teacher in basic ways. Awareness, discipline, self-perfection, intuitive reasoning, spontaneity, non-aggressiveness, and fluidity are points for everyone to consider. Boiled down to two words, we could say that it all involves disciplined spontaneity.

企業内英語教育の現状

(In-Company English Education)

田久保浩平 (Takubo, Kōhei)

企業が業務上必要とする語学研修を真剣にとりあげはじめたのは、昭和40年前後からで、日本からの輸出が軌道にのりはじめた時期と一致する。NECにおいては、総売上高に対する輸出割合が21%に達した昭和45年に、将来の輸出拡大を予期して、輸出拡充五か年計画を作成した。

この年に、輸出業務に携わる要員に対する語学教育の必要性が、トップ・マネジメントの課題としてとりあげられた。その要請に対応して、社内における語学ニーズの調査が行われた。この調査の対象となったのは、輸出業務の第一線で、日夜、英語を駆使して業務を遂行している191名の部長・課長である。

調査の目的は、英語を使う場合、いかなる場面で最も苦労しているのか、具体的に指摘してもらうことであった。この調査の結果、英語を使う上で、次の分野が問題であるとの指摘があった。右側にある数字(%)は、調査対象となった部課長191名のうち、どのくらいの人が問題があると指摘したかを示している。

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この数字を基本にして、昭和45年に社内版テープ教材「ハローNEC」を編集、社内販売して、とりえず英語の自習体制を確立した。さらに、昭和45年秋には、海外事業関連の中堅社員16名を指名して、日常業務をはずして4週間(140時間)の合宿集中英語研修が実施された。急速に国際化が予想されたので、その対策の一つであった。この集中訓練の効果は大きかった。時間の余裕のないビジネスマンの訓練コースとして適していることが実証された。

昭和47年には本社の中央スタッフ部門として、語学研修所が設立され、語学教育を専門として取り組む姿勢が示された。企業内における英語研修の目的は、あくまでビジネスに関連したコミュニケーション能力の向上においている。

昭和59年においては、年間の海外出張人員が、NEC一社だけで8,000名に達した。輸出高は総売上高の35%にものぼり、海外における工場や駐在員事務所の数も全世界120ヶ所を超えるに至った。

今回、11月22日(金)に東京(新宿)にある野村マネジメント・スクールを会場に第6回企業内英語教育セミナーを開催するにあたり、その話題を、企業内英語教育のカリキュラム作成を中心に進めることにした。今後、企業研修をすすめるにあたり、得る所が大きい。ご参加をお待ちする。

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SPEED-READING EXTENSIVE READING IN ENGLISH: BETTER FAST THAN NEVER

By Mark Sawyer, International University
of Japan

Japanese university students can easily be made interested in the idea of "speed-reading" in English. Despite the fact that few of them have ever read a whole book in English, the word "speed-reading" has an aura about it which a teacher can use to great advantage. The program outlined in the following ten steps will not only get your students reading regularly in English, but will get them talking in English in class, and even writing a little in English on a daily basis.

Basic Procedures

1. a. Announce to the students that they are going to begin an enjoyable "speed-reading" program that will make them able to read better and faster in English, as well as improve their ability to speak and write in English.
 - b. Ask them to choose individually a fictional work in English (novel or short story) that they think will be interesting and not too difficult. With relatively advanced classes, the selection process can be completely free at this stage, but in lower level classes it might be wise to limit selection to as wide a range as possible of graded readers at the appropriate level of vocabulary.
 - c. Show the students examples of the kinds of books that you think might be appropriate for them. (Detective stories, easy science fiction, books adapted from currently popular films, and simplified versions of novels often work especially well.)
 2. At the next class meeting (or the same class meeting if the books are being chosen from only those you provide), have the students show you their selections. You could have some or all of them introduce their books to the class, explaining why they chose them. Make comments about the books as to their appropriateness and anything else you happen to know about them, being careful not to dampen the initiative that the students have kindled in making their own choices.
- Note: Some students will make totally inappropriate choices, and others will forget to bring their books; you should be prepared with a portable library of suitable books for students to borrow for the first (and perhaps subsequent) day(s) of the program.
3. Tell the students they are going to read in their books for ten minutes without stopping. They can read at a comfortable speed, but they should not stop their forward progress for any reason. Explain to them that when you tell them to stop, they are going to recount to another student what they can remember about what they have just read. Only English will be allowed.
 4. Ask the students to find their places in their books (probably the first page); when they are ready, have them all begin at the same time.
 5. After exactly 10 minutes, tell the students to stop. Divide them into pairs. If you have an odd number, make one group of 3, or you become a partner. Give them a certain number of minutes (maybe 5 minutes each) to recount to each other what happened in their stories. Encourage questions. Go around and join the groups if you wish.
 6. Have them calculate their reading speed in Words Per Minute (WPM). First they count the number of words on the first three lines of what they read and divide by 3 to get the average Words Per Line. That should be multiplied by the number of lines on an average page to get Words Per Page. That sub-total should in turn be multiplied by the total number of pages read, to give Total Words. If that figure is divided by 10 minutes, you will have Words Per Minute. (The calculation is actually much easier than it seems from this explanation.)
 7. Hand out copies of a **Home Speed-Reading Record** and have students put in a first entry for that day's in-class reading. The Home Speed-Reading Record is merely a form with columns for the date, the amount of time read, author and title of the reading material, WPM, and comments. Make sure to make the comments column as wide as possible.
 8. Ask the students to follow the same basic procedure at home every evening until the next class, substituting some brief written comment for the in-class recounting of the story. Give examples of the kinds of comments that they might write. Encourage the students to conscript audiences to listen to their stories whenever possible.
 9. At the next class meeting, collect the reading records, check the number of times the students have done their home readings, and make some encouraging comments on the records in response to the students' comments and/or progress.

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10. Repeat the m-class procedure beginning with Step 3, but from this time on urging the students to push themselves to read faster. Explain that comprehension may go down for awhile, but that this is a natural and necessary step in the process of developing more efficient reading skills.

The above procedures should, of course, be subject to modification and variation according to size and level of the class and the amount of time available. If the students' first reading selections are well monitored, they will be reading faster and with more pleasure within a short amount of time, and many of them are likely to complete their first, and perhaps second and third, entire books in English.

This type of program is effective for several reasons. By choosing easy but interesting reading materials, the students discover that reading in English does not have to be painful. The read-

ing record shows the students clearly that progress has been achieved, and makes them greedy for more of it. Immediate recitation after reading is conducive to maintaining concentration and reinforcing comprehension, and has the added benefit of giving the students a real opportunity to communicate with each other in English. Finally, all the students are active 100 percent of the time.

Note: For a wealth of useful information on incorporating graded readers into such a program, please refer to Julian Bamford's excellent articles in the April, May and June (1984) issues of *The Language Teacher*.

References

- Bamford, Julian. "Extensive Reading with Graded Readers." *The Language Teacher* 8:4 (April 1984).
 -, "Extensive Readers: Best Hits EFL." *The Language Teacher* 8:5 (May 1984).
 -, "Extensive Readers: Best Hits EFL (Conclusion)." *The Language Teacher* 8:6 (June 1984).

JALT News

EYEWITNESS REPORT ON THE 1985 JALT SUMMER INSTITUTE

By David Lisker, SONY Enterprise
Co., Ltd.

The 1985 JALT Summer Institute was held on August 16, 17, and 18 in Yokohama. The highlights of the Institute included presentations by Dr. Kathleen Bailev. Director of the TESOL Program at the Monterey Institute of International Studies, and Dr. Douglas Brown, Director of the American Language Institute at San Francisco State University, who addressed the questions of "The Treatment of Errors in the Communicative Classroom" and "Strategies of Successful Language Learning and Teaching." Also, Steve Brown, the Educational Coordinator from James English School, presented a demonstration on "Grammar Games and Activities" which provided useful hints for conversational practice in the ESL/EFL classroom.

The first talk, by Prof. Katsusoshi Ito, was a review of traditional ESL methodologies, from the grammar-translation method to today's cognitive theories vis-i-vis Krashen. Then, in the afternoon, Drs. Kathleen Bailey and Douglas Brown presented an absorbing discussion on the treatment of errors in the communicative classroom. They began by saying that there is no magic formula for success in language learning. The good teachers are the ones who will look for and adopt the best aspects from all of the different methodologies, those that will motivate their students to learn. They then went on to discuss learning social register in a new language; "self-initiated repair," whereby the student or speaker

corrects him/herself when having made a language mistake; and affective feedback, whereby the importance of the willingness of the teacher to listen to the student was shown.

An interesting question was posed: Of these three groups of people, who do you think is the most critical regarding ESL error correction? Native speakers of English, non-native-speaking teachers of English, or native-speaking teachers of English? The answer, you may have guessed, in the order from most to least critical, is, 1) non-native-speaking teachers of English; 2) native-speaking teachers of English; and 3) native speakers of English. It was concluded that people outside of the classroom are not all that concerned about errors of a non-native speaker, that they are more understanding to the plight of the non-native speaker, and therefore are more encouraging to the speaker than a teacher sometimes is.

In their next session, Drs. Bailey and Brown dealt with "Strategies of Successful Second Language Learners" or "A Look at the Good Language Learner." What makes a good language learner? The following list from Dr. Joan Rubin is in agreement with similar studies undertaken by Dr. H.H. Stern, Dr. John Carroll, the Toronto Good Language Learner Study, and Dr. Douglas Brown. They found that the successful language learner is one who: 1) *is a risk taker*, someone who goes beyond "knowledge" and attempts to use the language inside and outside of the classroom: 2) *has a strong desire to communicate in the target language*, who sees a need to communicate with others. The opposite personality was represented by people who are so content with themselves and their lives, that they see no reason to communicate with others, and thus are usually poor second language students; 3) *is uninhibited* - one who is not forever in fear of being reprimanded is more likely to experiment and, as a result, make great gains in the language; 4) *attends to form*, finds a happy medium be-

(cont'd on page 21)

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twecn paying excessive attention and not enough attention to sentence structure; 5) *practices* seeks out conversations with other speakers of the second language native and non-native alike inside and outside of the classroom; 6) *monitors speech* one who is attentive to the language and provides self-correction; 7) *attends to meaning* -- one who wants and is able to convey a desired message.

The next presentation at the JALT Summer Institute was a TPR demonstration by Dale Griffee. Following the TPR demonstration, "Grammar Games and Activities" were explained by Steve Brown. This was a delightful and practical demonstration of games that can be used to develop "guided, yet free" conversational practice in the ESL/EFL classroom. In the workshop following, on "American English Pronunciation and Prosody" given by Dr. Gene Ritter, different ways were explained of how the mouth, tongue and teeth articulate to make different sounds and how these might be taught to improve non-native speaker's pronunciation.

All in all, the JALT Summer institute provided much practical information regarding facilitating meaningful conversation in the second language classroom. Many of the ideas presented are those which can be brought back and used immediately in the many and varied types of classrooms the participants returned to.

TEFL IN JAPAN

JALT 10周年記念論文集

北尾謙治監修 B5版 348ページ ¥2,000

(JALT 10th Anniversary Commemorative Collection of Papers)

JALT会員をはじめ多くの方々の御協力を得まして、JALT 10周年記念論文集が、8月20日に『TEFL IN JAPAN』として出版されました。

出版された論文集の内2,000部は、大学、学会、研究所等に寄贈いたしましたが、その1/3は、皆様からお寄せいただいた寄付で賄うことができました。更に、JALT国際大会の参加者全員に献本いたしました。

論文集は、単行本と *The Language Teacher* の特別増刊号という2種類の形で出版されました。単行本の方は、2,000円で洋販を通じ全国の書店で販売しております。広告の申し込み用紙でお申し込み下さい。又、JALT会員の方々には *The Language Teacher* の増刊号として、1,300円で郵送販売いたしております。本誌折り込みの郵便振替用紙でお申し込み下さい。尚、札幌、横浜、浜松、徳島、高松、長崎、沖縄の7支部では、支部の協力を得て、JALT会員には単行本を1,300円で販売いたしております。

論文集がひとりでも多くの方々に読んでいただけるよう、勤務先、知人等に購入をお勧め下さい。

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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。

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徳山二郎
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「わか社の国際化訓練プログラム」
千代田化上建設㈱
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11:50-13:00 休憩
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David Hough
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15:00-16:30 講演

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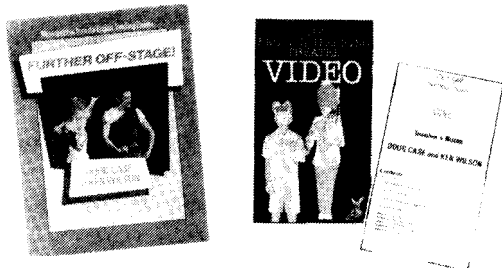
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JALT UnderCover

THE INPUT HYPOTHESIS: ISSUES AND IMPLICATIONS. Stephen D. Krashen. London: Longman Group Limited, 1985. 120 pp. ¥2,740.

Thanks to his several previous books and his successful visit to JALT '84, most readers of *The Language Teacher* will know that Stephen Krashen has a theory of language acquisition based on five interrelated hypotheses. In contrast to his past books, however, this one isolates one element ~ the Input Hypothesis ~ which Krashen now considers the most important and "central" part of the theory. After a full statement of this hypothesis, the rest of the volume is taken up first with answering challenges to the theory and finally with detailing the implications of the theory in practical teaching terms.

In Krashen's words, "The Input Hypothesis claims that we acquire language in an amazingly simple way - when we understand messages." Readers familiar with Krashen's past work will have already met most of the material in this first section, but here the elements are arranged into a more succinct, elegant whole than before. By concentrating on the central issues and moving all extraneous (and often fascinating) discussion into notes at the end of the chapter, the thrust of the argument is set into very clear focus. New material consists mainly of the research studies made available in the three years since Krashen's last major 'theory' book, the 1982 *Principles and Practice in Second Language Acquisition* (Pergamon Press).

Indeed, there have only been minor modifications to Krashen's theory since then. 'Time' is now considered an effect of monitor use rather than a precondition for it. New studies of caretaker speech from other cultures mean that the 'rough-tuning' of caretaker speech, though still noted, is de-emphasized in favor of its comprehensibility. Perhaps most important, and as reported at JALT '84, he has added an output filter alongside the affective (input) filter. This strengthening of the theory was necessary to account for people who, for one reason or another, perform below their competence in a foreign language.

In chapter two, Krashen deals with five controversial areas - issues such as the role of speaking practice ("Is two-way interaction necessary for acquisition?") and in what ways 'learning' might have a connection ('interface') with acquisition. For those who have previously studied the theory, this middle section of the book may prove the most interesting, as Krashen gives the

most detailed and comprehensive consideration yet to the questions, doubts and challenges of his critics.

The last 'implications' section presents, also I think for the first time, a four-stage general schema for language teaching theoretically applicable to any teaching situation. In brief, stage one (beginner) learners benefit from comprehensible input language classes such as Total Physical Response or the Natural Approach. Stage two (intermediate) learners are best served by 'sheltered' (native speaker students excluded) subject matter classes, giving way in stage three to ungraded normal mainstream classes, but with a narrower focus of subjects than for native speakers. (Stage four is the theoretical native speaker level.) Krashen then gives five examples of applying these stages in actual teaching situations. Here in Japan, these examples may be the least directly relevant part of the book, concerned as they are with ESL learners in American elementary, high-school and college programs, including bilingual ones. The book ends with a glossary of 40-or-so terms associated with Krashen's theory, a lengthy bibliography and an index.

Reading Krashen's ever-clearer conclusions supported by research spurs me anew to think about how the methods and materials in my classes do or don't conform to his theory. I thought, too, of my faltering efforts to acquire Japanese and realized how little real idea I have of how we gain language. Which of the elements in my classes really make a difference? Is it really as Krashen says - comprehensible input - or is there something more we have so far overlooked. . .?

This questioning is as Krashen would want it. In his introduction to the earlier *Principles and Practice*, he posits the three ways we decide on classroom methods and materials: theory, research and experience-based intuition. Krashen grants equal status to all of these, saying that he hopes his theory "will be considered as another source of ideas-and-input to methods-and-materials, in partnership with conclusions reached by practitioners themselves from their own experience as language teachers and language acquirers." In *The Input Hypothesis*, Stephen Krashen once again does his part, and no one could ask for a more stimulating partner in the continuing enquiry.

Reviewed by Julian Bamford
American School of Business, Tokyo

LINGUISTICS, COMPUTERS AND THE LANGUAGE TEACHER. John H. Underwood. Newbury House, 1984. 96 pp.

According to Earl Stevick, the two recent trends of communicative teaching and CAL (computer-assisted instruction) have strongly captured the imagination of language teachers. Yet many ESL teachers feel these two trends are

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mutually exclusive and that there is no place in the humanistic classroom for cold, mechanical, computerized instruction. John H. Underwood, in *Linguistics, Computers and the Language Teacher*, reconciles these conflicts by demonstrating that computer-assisted language learning (CALL) need not be mechanical and impersonal. Indeed, he argues persuasively that effective use of computers will "allow our students to explore the richness and depth of language." (p. 67)

Linguistics, Computers and the Language Teacher is a remarkable achievement. In less than 100 pages, Underwood summarizes current linguistic theory and practice, analyzes what computers can and can not do, and proposes guidelines for effective, communicative use of classroom computers. Furthermore, the book is exceptionally clear, organized, and readable.

Unlike authors of some CALL books, who immediately lose their readers in a flurry of bytes, Underwood grounds his thesis in familiar linguistic territory. (And for those unfamiliar with or needing a review of modern linguistic trends, the first 30 pages of the book provide a clear summary of linguistic developments beginning with Chomsky.) In this first part of the book, Underwood espouses language acquisition theory and cites six strategies common to all the communicative approaches. These strategies stress

- 1) meaningful rather than mechanical practice,
- 2) priority of listening over speaking,
- 3) exclusive use of the target language.
- 4) implicit rather than explicit grammar,
- 5) modeling instead of correction, and
- 6) special efforts to create a low-anxiety atmosphere in the classroom. (p. 23)

The second half of the book analyzes present and potential uses of CALL, and how well these practices fit with the communicative strategies of language acquisition theory.

The first conclusions, based on the software currently used, are pessimistic. The majority of ESL computer programs seem based on behaviorist theory, and offer nothing more than mechanical drill focusing on form rather than meaning.

It is ironic that at the same time our profession was discovering communicative methodology, which discouraged piecemeal morphological drill in favor of global practice, the CALL people were busy cutting language up into largely meaningless little pieces. (p. 46)

Because of this misunderstanding of language learning, and misuse of technology, Underwood likens present computer usage to language lab use 20 years ago. The classic language lab programs, now generally discredited (Smith 1970, Keating 1963, McCoy and Weible 1983, *et al.*), were abandoned because of this inability to provide meaningful language experience. Present computer programs are just as lackluster and inflexible.

Yet this does not have to be the case. "We

now have access to some of the most complex and sophisticated technology around, machines that can perform millions of operations per second and complete the most intricate logical operations." (p. 40) To use this technology for Hangman and multiple choice drills is clearly a waste, but what can we as teachers do to generate more creative software?

First, according to Underwood, we must establish standards by which to evaluate CALL programs. In the provocative sixth chapter, Underwood suggests 13 premises for communicative CALL. Communicative CALL will

1. aim at acquisition rather than learning practice
2. stress implicit rather than explicit grammar
3. allow and encourage students to generate original utterances
4. *not* try to judge and evaluate everything the students do
5. avoid telling students they are "wrong"
6. *not* reward students with patronizing lights, bells, and messages
7. *not* try to be cute
8. use the target language exclusively
9. be flexible (i.e. allow more than one response to each stimulus)
10. allow the student to explore the subject matter by guiding himself through the material
11. create an environment in which using the target language feels natural, both on and off screen
12. never do anything that a book can do just as well
13. be FUN!

Rather than recommend commercial ESL software, Underwood commends simulations, communicative games, text manipulation, and text-generation programs as being more inductive of language acquisition. Particularly intriguing was his suggestion to explore word processing techniques for helping students write in a second language

His evaluation of what works and doesn't work in the language classroom reinforces this reviewer's conclusions after a semester of weekly computer sessions with middle school ESL students. The students quickly became bored with the drill-and-practice type programs, and eventually began to close their eyes and guess randomly at answers. The simulations used, however, elicited enthusiastic linguistic response, and evoked real English communication among the computer users in front of the screen as well.

One minor complaint of this book is that software discussed is usually referred to by title without reference to manufacturer. This makes it very difficult for an interested teacher to obtain further information about the software.

The last 30 pages of *Linguistics, Computers and the Language Teacher* survey the more technical topics of hardware capabilities, artificial
(cont'd on page 29)

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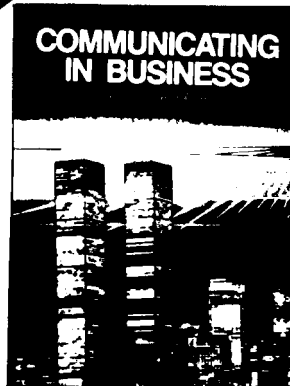
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(cont'd from page 26)

intelligence, and computer languages. Although the computer novice may not at first be interested in these details, Underwood's approach makes this material as accessible and interesting as the preceding chapters.

Even the Luddites among us must admit that CALL is here to stay. We now have the opportunity, Underwood argues, to learn how to use computers to help our students accomplish meaningful goals. A few of us, in time, may become teacher/programmers, but useful applications will also come from what we as computer-literate users do to judge, adapt, and modify the programs we buy. For if language teachers do not insist on pedagogically worthwhile programs for their students, who will?

This slim, provocative work suggests needed guidelines to help us assess the role of computers in our classrooms. John H. Underwood's vigorous arguments are informative as well as challenging. **Linguistics, Computers and the Language Teacher** is highly recommended.

Reviewed by Pat Fisher
Canadian Academy

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オーラル・

インタープリテーション入門

英語の深い読みと表現の指導

近江 誠

大修館書店
1984年
374+ix
¥2,200

国際基督教大学
中村 良廣(Nakamura, Yoshihiro)

日本の英語教育界において、文法中心の訳読学習一辺倒から音声重視した言語教育へと、わずかながらも移行しつつあるのは大変喜ばしいことである。しかしその反面、音声英語教育とは英会話をやることであるといった、いわば英語とは別に英会話なるものが存在するかのとき教育が行われていることも認めざるを得ない事実である。

こういった風潮を批判し、英語は1つであるという考え方に基づき、話す・聴く・読む・書くという4技能の区別を越えた言葉の本質に迫ろうとする著者の1つの試みがここに紹介する『オーラル・インタープリテーション入門』である。

本書は二部より構成され、第一部では、作品音声解釈表現法(オーラル・インタープリテーション)の定義と理論、そしてその実践過程が、著者自身の教授・学習体験そのままに展開されている。

著者の主張する4技能の区別を越えた言葉の本質とは、「音声」、「身体性」、そして「心」である。与えられた1つの作品、あるいはその一部の意味を学習者なりに解釈し、作者にかかわって音声表現をすることであり、まさしく作品音声解釈表現法である。ここでいう「音声」とは声に出すことであり、「身体性」とは作品の書き手がどこにいて、だれに向かって語りかけているかということ、そして「心」とは書かれていることを、なぜ書き手が書きたいと思ったのかというその言葉に至る思いをさしている。

以上のような理論的説明に加え、オーラル・インタープリテーションの手順、すなわち作品選択、解釈の方法、通し練習の仕方、実演への過程を、散文、詩、ドラマといった分野からの作品を例にあげながら詳細に解説している。著者自身による学生指導の手順が、一人で言うソロ・インタープリテーションと複数で行うグループ・インタープリテーションの両面からわかりやすく説明されており、オーラル・インタープリテーションに初めて接する英語教師や学習者にとって、実用的で理解しやすいものとなっている。

ではオーラル・インタープリテーションをやるとどうなるのか、一体何の役に立つのだろうかということに、当然読者は興味をもつものと思われる。本書では、学生の文学に対する興味を高めるのに役立つとか、スピーチの矯正を行うのに良い、あるいは英語らしい音声になってきたようだなどの例が挙げられているが、これはあくまで著者の教授体験と著者の指導を受けた学生の感想から引き出された主観的な判断にすぎず、オーラル・インタープリテーション固有の効用、英語教育への応用性、そして妥当性に関する客観的評価に欠けており、少々説得力が足りないのは残念である。

第二部では、精読教育法、文章吸収教育法、作文教育法そしてスピーチ教育法という4つの大きな点から、オーラル・インタープリテーションの英語教育への応用と指導法が豊富な実際例・模倣例とともに詳細に述べられ

(cont a on next page)

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ている。ここでは、オーラル・インタープリテーション本来の考え方や方法が拡大・発展され、英語教育への応用に目眼が置かれており、大変興味深い。特に、“この授業では英語を使わないのか”とか“文法はどのように扱うか”といったような初心者が抱くような疑問に、Q & Aという形で答えているところは示唆に富んでおり、読んでいておもしろい。

本書全体を通して、説明は詳細かつ具体的で、教室で悪戦苦闘している教師たちに、英語教育に対する新しい洞察を提供してくれるものとして一読の価値は十分にあると思う。

REVIEW in BRIEF

READING BETWEEN THE LINES: INTEGRATED LANGUAGE AND LITERATURE ACTIVITIES. John McRae and Roy Boardman. Cambridge University Press, 1984. 120 pp. (Teacher's Book, cassette tapes)

This is a good book and it contains a wealth of interesting material. The literary selections include poetry, drama and fiction from Shakespeare and Milton to Pinter and Joseph Heller. Besides this "real" literature, there are also song lyrics, advertisements, newspaper articles and cartoons, which would indicate that the authors are using the word "literature" in the broader sense. In addition, there are excellent readings of some of the selections on cassette tape.

I would like to recommend this book but the trouble is I don't know what kind of course I could recommend it for. As the subtitle indicates, the authors have chosen to integrate the study of literature with other language activities such as listening, writing, discussion and simulation. This wide scope would seem to render the text unsuitable for a typical literature or reading course. I've tried using a few of the selections with some success in an advanced discussion class. I've found, however, that one cannot assume a general interest in literature among advanced students. In addition, most of the selections are so difficult that a great deal of time is inevitably spent deciphering meaning with precious little left over for the other activities. Indeed, the difficulty of the selections may be the book's biggest drawback as an ESL/EFL text. I know of very few Japanese students with the linguistic ability to read and discuss in English something as difficult as Milton's *Paradise Lost* or Gray's "Elegy Written in a Country Churchyard." All of which leads me to conclude that this text may be most suitable for near native speakers studying at an English university, or even for native speakers embarking on the study of literature, say at the high school level,

Reviewed by William Lee

最後に、本書の記述内容のほとんどは、著者の教授体験にもとづくものであることを強調しておきたい。つまり、著者の教授法や指導手順を、そのまま他のクラスへ持ち込むことは無理であり、避けなければならないということである。教師自身の指導力、学生の英語力・学習意欲、クラスの学生数、授業時間数など、数多くの考慮しなければならない要素があり、オーラル・インタープリテーションを英語の授業へ取り入れようとする場合、それらの要素を念頭に、本書から学びとった基本的な考え方や、指導法を土台にして各自の工夫を行うことが望まれることは言うまでもない。

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 31 October.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

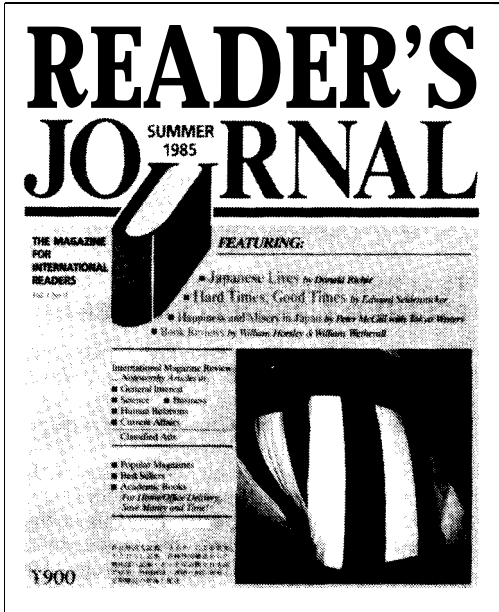
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- *Fragiadakis. *All Clear! Idioms in context*. Heinle & Heinle, 1985.
- *Green. *Accent on Australia: Authentic materials for listening comprehension and discussion* ("Materials for Language Practice" series). Pergamon, 1985.
- *Kay. *Biological Sciences: Developing reading skills in English* ("Materials for Language Practice" series). Pergamon, 1985
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- *Tucker & Costello. *The Random House Writing Course for ESL Students*. Random House, 1985.
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Interactions I (High-beginning to low-intermediate):
Kim & Jack. *A Communicative Grammar*.
Kim & Hartmann. *A Reading Skills Book*,
Segal & Pavlik. *A Writing Process Book*.

- Tanka & Most. *A Listening/Speaking Book*.
- Interactions II** (Low-intermediate):
Werner & Church. *A Communicative Grammar*.
Kirn & Hartmann. *A Reading Skills Book*.
Segal & Pavlik. *A Writing Process Book*.
Tanka & Baker. *A Listening/Speaking Skills Book*.
- Mosaic I** (High-intermediate):
Werner, *A Content Based Grammar*.
Wegman & Knezevic. *A Reading Skills Book*.
Blass & Pike-Baky. *A Content-Based Writing Book*.
Ferrer & Whalley. *A Listening/Speaking Skills Book*.
- Mosaic II** (High-intermediate to low-advanced):
Werner & Nelson. *A Content-Based Grammar*.
Wegman *et al.* *A Reading Skills Book*.
Blass & Pike-Baky. *A Content-Based Writing Book*.
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- † Draper. *Great American Stories, 1: An ESL/EFL reader*. Prentice-Hall, 1985.
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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.
- † Murray & Niethammer-Stott. *The Charley Kid napping: A detective story for intermediate students of English*. Pergamon, 1985.
- † Noto. *Physics: Developing reading skills in English* ("Materials for Language Practice" series). Pergamon, 1985.
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- † Reid & Lindstrotn. *The Process of Paragraph Writing*. Prentice-Hall, 1985.
- † Roberts. *Steps to Fluency* ("Materials for Language Practice" series). Pergamon, 1985.
- † Samovar & Porter. *Intercultural Communication: A reader 4th cd.* Wadsworth, 1985.
- † Saslow & Mongillo. *English in Context: Reading comprehension for science and technology, book 2*. Prentice-Hall, 1985.
- † Woods. *On the Way, book 3* (Student's book, Teacher's book, Workbook). Cassell. 1985.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

- *Crombie. *Discourse and Language Learning: A relational approach to syllabus design*. Oxford, 1985.
- *Feigenbaum. *The Grammar Handbook*. Oxford, 1985.
- *Jackson. *Discovering Grammar* ("Language Courses" series). Pergamon, 1985.
- *Quirk & Widdowson, eds. *English in the World: Teaching and learning the language and literatures*. British Council/Cambridge, 1985.
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- † Lee *et al.*, eds. *New Directions in Language Testing* ("Language Teaching Methodology" series). Pergamon, 1985.
- † McGovern, ed. *Video Applications in English Language Teaching (ELT Documents: 114)*. Pergamon/British Council, 1983.

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
(cont'd on page 34)



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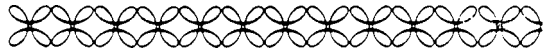
published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan & Masayo Yamamoto, Aoyama 8-122, Nara 630.

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 und USA*.
 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*.
 Mennsche. *Writing a Research Paper*.
 Morley. *Listening and Languuge 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*.
 Rinvolucr. *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 Listening*.
 Swan. *Act One in English*.
 Yorkey *New Pcrspectives*.
 Yokoo & Nakayama. *A New Current English Composition*.
 Widdowson. *Learning Purpose and Language Use*.



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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.

NAGOYA

USING THE "RIGHT BRAIN" SKILLS IN THE LANGUAGE CLASSROOM

By Mark Caprio, Nanzan University

At a well-attended August meeting of the Nagoya chapter, Mark Caprio gave us an outline of the different parts of the brain and their functions, and his views on the implications for language teachers. His presentation also included exercises intended for our right hemispheres, and an informal test of whether we were mainly right- or left-brained.

He began with the evolutionary classification of the brain into reptilian, palaeomammalian and neomammalian sections? and went on to studies relating to the lateralisation of language, such as the different types of aphasia associated with lesions in Broca's area and Wernicke's area, both located in the left hemisphere. He emphasized the importance of the integration of the two halves of the brain, citing the unfortunate results of severance of the corpus callosum, the bundle of nerves connecting the right and left halves, by knife-happy neurosurgeons.

He then listed the characteristic functions of the two hemispheres, each one controlling the opposite side of the body, the left brain being analytical, the right intuitive. While stressing the integration of the brain, he implied that some emphasis on right-brain skills was now necessary to overcome the existing bias in the other direction. He claimed that approaches such as TPR, Suggestopedia and CLL made use of right-brain skills, and went on to mention drama, visual aids, guessing games and problem solving in the same category, giving examples of his own use of some of these techniques.

He argued against the linear construction of traditional syllabuses and in favour of a more holistic, cyclical approach. To the question, "Why teach right-brain skills if language is a left-hemisphere function?," he answered that the right hemisphere is also involved in language acquisition, and is important in the creative use of language and in the intuitive feeling for the connotations of words.

Reviewed by Richard Baker
Chukyo University

YOKOHAMA

DEVELOPING COMMUNICATIVE READING EXERCISES

By John Fanselow, Columbia University,
New York

Good readers don't look up the hard words in their dictionaries. To a dictionary-dependent audience, this news came as a welcome trauma recently, when Dr. John F. Fanselow, professor of Language and Education at Columbia University, addressed the August meeting of the Yokohama chapter.

"Teach students to distinguish between easy and difficult words," suggests Dr. Fanselow. Hard words were identified as typically the common words which students already know. Easy words, contrary to the belief of many readers, are often the longer, strange words which they have never seen before. "Try to forget the words you don't know," says Dr. Fanselow. "The really hard words are the words necessary to understand what the author wants to express."

What readers need to do, according to Dr. Fanselow, is to learn to categorize words. It is often obvious by the context of the story that one word is a "means of transportation" word, or that another is a "location" word.

Looking up every word in the dictionary, in Dr. Fanselow's view, makes you "slow down too much, and the story makes no sense; you get an information overload."

One way to reduce the use of dictionaries, the speaker suggests, is to have a "dictionary table" in a remote corner of the classroom. This will inhibit students from jumping to them to look up every word.

Teachers were also urged to give their students more freedom to be creative in composition as well as in interpreting stories. Dr. Fanselow suggested students be given a small handful of words and make up their own topic. Such a creative opportunity allows students to generate new categories for words, new meanings. "Blond," for example, might mean Marilyn Monroe to one person, but may be associated with a stream of dry running sand to another.

"There are as many [interpretations] of a story as there are people," say Dr. Fanselow. "You have to put words together in a new context, the story. A dictionary can't help you."

An important condition in the classroom, Dr. Fanselow feels, is student involvement. Teachers can increase their students' involvement by asking questions directly to individuals, and even by interrupting them. "Interruptions force concentration," says Dr. Fanselow. But he didn't have to force it at this meeting!

Reviewed by Robert Elliot Hart
Kanto Girls' High School, Tokyo

Positions

(TOKYO) The University of Pittsburgh English Language Institute Japan Program: possible openings for a part-time EFL instructor beginning October 1985 and for several full-time EFL instructors beginning April 1986. Applicants must be native speakers of English with M.A. and teaching experience in TEFL or relevant field. Competitive salary and benefits. Qualified applicants please send a letter of inquiry, current resume, and three letters of recommendation to: Robert Henderson, Director, University of Pittsburgh ELI Japan Program, 2-6-12 Fujimi, Chiyoda-ku, Tokyo 102. Tel. 03-238-0531.

Bulletin Board

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

TEACHER EXCHANGE

International Teacher Exchange Programs seeks Japanese elementary, junior high, and senior high school teachers who wish to spend between one and nine months teaching Japanese language and culture in the U.S.A., Canada, Britain, Australia, New Zealand, or West Germany. For information send name, address, telephone number, profession, and ¥600 in stamps to I.T.E.P., Koyama 7-5-4, Shinagawa-ku, Tokyo 142, tel. 03-787-1973. Application deadline for 1986 is Oct. 19, 1985.

RELC REGIONAL SEMINAR Singapore, April 21-25, 1986

The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) will hold a seminar whose theme is "Patterns of Classroom Interaction in Southeast Asia." Further information can be obtained from: Director (Attention: Chairman, Seminar Planning Committee), SEAMEO Regional Language Centre, RELC Building, 30 Orange Grove Road, Singapore 1025.

CALL FOR PAPERS

Studies in Language and Language Teaching, issued each January and July, is now accepting articles concerned with language and education, especially those concerned with English as a foreign language and language for specific purposes. The focus is both theoretical and practical, for researchers and for teachers. Articles should be 2000-4000 words. All submissions must be typed, double-spaced, and proofread and will not be returned. Send inquiries and submissions to: Keith Maurice, Co-Editor, SLLT, Department of Foreign Languages, Faculty of Science, Mahidol University, Rama VI Road, Bangkok 10400, Thailand.

CALL FOR PAPERS

Languages for Business and the Professions

Fifth Annual Conference on Languages for Business and the Professions: April 10-12, 1986, Ann Arbor, Michigan. Papers will be presented on the use and teaching of business French, (cont'd on page 38)

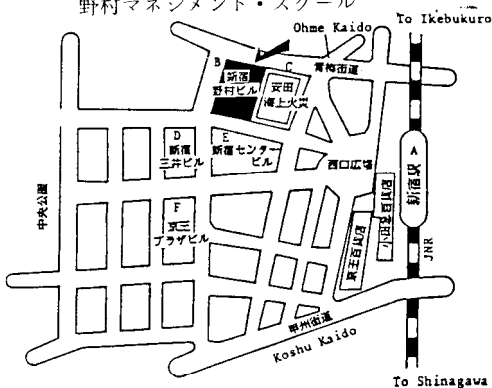
お詫びと訂正

(Correction)

8月号の「Chapter Reviews」の中で、中津燎子氏講演による『未来熟での発音訓練』の報告記事が、高松支部の報告として掲載されておりましたが、これは徳島支部の報告の誤りです。ここに誤りを訂正し、お詫び致します。

(cont'd from page 22)

日本工業英語協会
朝日イーブンングニュース社
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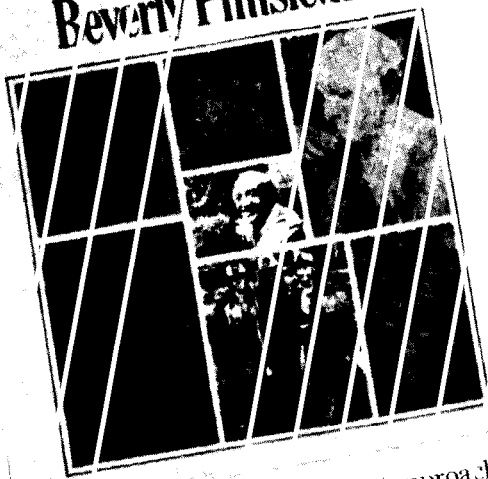
A, Shinjuku Station (JNR); B, Shinjuku Nomura Bldg.; C, Yasuda Kaijo Kasai Bldg.; D, Shinjuku Mitsui Bldg.; E, Shinjuku Center Bldg.; F, Keio Plaza Hotel

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(cont'd from page 36)

German, Spanish and other foreign languages, as well as commercial English for foreign students. Included are sessions on the use and teaching of languages for such professions as Medicine, Social Services, the Sciences, Engineering and Technology, Law, and Journalism. Guidelines for the submission of abstracts, registration materials and program details are available from the Conference Chairman, Dr. Geoffrey M. Voght, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, MI 48197, U.S.A.; tel. 313-487-0178/0130.

BRITISH COLUMBIA TEAL '86

The Association of B.C. TEAL will hold its Annual Convention March 13-15 in Richmond, B.C. Theme: "Looking Ahead." The deadline for calls for presentations is Nov. 8, 1985. For further information: B.C. TEAL, 1208-1 124 Lonsdale Avenue, North Vancouver, B.C., Canada V7M 2H1; tel. 604-682-3525.

Meetings

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 rewired by the first of the month preceding publication.

HOKKAIDO (Sapporo)

Topic: Conference Reports
 Date: Sunday, October 20th
 Time: 1:30 - 3:30 p.m.
 Place: Fujin Bunka Center, Odori, West 19
 Fee: Members, free; non-members, ¥500
 Info: Dale Sato, 01 1-852-6931
 Torkil Christensen, 011-737-7409

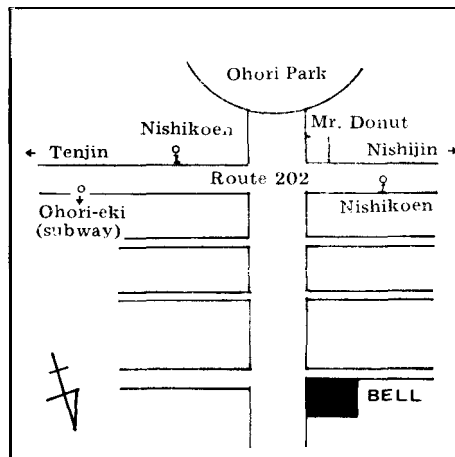
People who attended the National JALT Conference in September will report on what they found interesting and informative.

FUKUOKA

Topic: Putting Culture into English Education
 Speaker: Mitsuaki Yoshinaga
 Date: Sunday, October 20th
 Time: 1 - 4 p.m.
 Place: Bell American School, 3-4-1 Arato, Chuo-ku (see map); 092-76 1-3811
 Fee: Members, free; non-members, ¥500
 Info: Etsuko Suzuki, 092-761-3811

Mr. Yoshinaga has just returned from Indiana University where he served as visiting professor lecturing on Japanese Culture. Ten years ago he studied anthropological linguistics on an I.U. scholarship. He has taught at Kurume National Technical College for 25 years.

Starting with the premise that we need to pay attention in language education to the cultural background in which a language was born, he'll add cross-cultural views of Japan by foreign writers and then give concrete examples of how to integrate culture and language in the secondary English classroom.



(2) 1985 GOLDEN SEMINAR

Speakers/Topics:

- 1) Griffith Frost and Steve Wilkinson, Frost English School, Aomori: "Dynamic English: Techniques for college, secondary school, small adult and child classes"
- 2) George E. Reseter, M.Ed. (TESOL): "Predictive Listening: Putting the Guesswork In"
- 3) Christopher M. Forey, Regents Product Manager, N.Y.: "Hopscotch for children"; "I Love English for secondary schools"

Dates: Sat./Sun., November 2nd/3rd
 Times: 2 p.m. (Sat.) 12:30 p.m. (Sun.)
 Place: Fukuoka Kosei Nenkin Sports Center, 4560-2 Fukuma-machi, Munakata-gun; 0940-42-2105. A free bus leaves JNR Fukuma Station at 1:30 on Nov. 2.
 Fee: Members, ¥8,500; non-members, ¥10,500 (includes two meals and overnight stay)

Reservations (deadline is Oct. 19):

- 1) Contact JALT Fukuoka office: 3-4-1 Arato, Chuo-ku, Fukuoka 810; 092-761-3811
- 2) Send fee by *yubin furikae haraikomi* available at P.O. or from JALT Fukuoka office - number: Fukuoka 5-17293; name: JALT Fukuoka

KOBE

Topic: Reports on JALT '85 - Several chapter members will report on conference presentations they found particularly interesting and useful. They will share

handouts and other materials where possible.

Coordinator: Dr. Frank Kuhlman
 Date: Sunday, October 13th
 Time: 1:30 - 4:30 p.m.
 Place: St. Michael's International School (north of NHK on Tor Road)
 Fee: Members, free; non-members, ¥1,000
 Info: Kenji Inukai, 078-43 1-8580 (Mon.-Fri., 9-10 p.m.)
 Jan Visscher, 078-453-6065 (Mon.-Fri., 8-10 p.m.)

KYOTO

Topic: The Use of Video in Language Teaching
 Speaker: John McGovern
 Date: Sunday, October 27th
 Time: 2 - 4:30 p.m.
 Place: British Council, Kita-Shirakawa, Sakyo-ku; 075-791-7151
 Fee: Members, free; non-members, ¥500
 Info: C. Kondo, 075-622-0783

Mr. McGovern, Director of the British Council in Kyoto, is the author of a text on video in the classroom.

MATSUYAMA

Topic: Listening Comprehension Skills
 Speaker: Michael Rost
 Date: Sunday, October 20th
 Time: 2 - 5 p.m.
 Place: Nichibeï 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

Mr. Rost is the new director of the intensive English program at Temple University Japan. He is well known in Japan for his work in listening comprehension. He has just finished a book for Lingual House, *Strategies on Listening*.

NAGASAKI

MINI-CONFERENCE Sat./Sun., October 12/13

Place: Nagai Student Center, Motohara-machi
 Speakers/Topics/Times:

Sat., Oct. 12th

- 1) 3:30-5:00, Michael Rost (Lingual House): "Listening Comprehension Skills"
- 2) 5:10-6:40, Tatsuya Komatsu (Simul Academy): "Conference Interpreting and Its Implications for English Education"
- 3) (optional) Supper and "communication" with the speakers

Sun., Oct. 13th

- 1) 9:00-10:00, Lane Earns (Kwassui

Junior College): "Nagasaki's long (and occasionally painful) experience with the English language"

- 2) 10:15-11:15, Ron Gosewisch (Nagasaki Univ.): "Report from FIPLV"
- 3) 11:30-12:30, Yoko Morimoto (Nagasaki Univ.): "Teaching English in Japan"

Fees:	Members	Non-members
October 12	¥2,000	¥3,000
October 13	¥1,000	¥1,500
Dinner (Oct. 12)	¥3,000	¥3,000
Overnight stay	¥2,000	¥2,000

Info: Satoru Nagai, 0958-84-2543

NAGOYA

Topic: Jazz Chants and Other Techniques for Teaching Children
 Speaker: William Gattou
 Date: Sunday, October 27th
 Time: 1:30 - 5 p.m.
 Place: Aichi Kinro Kaikan, Tsurumai
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Lynne Roecklein, 0582-94-0115
 Kazutaka Ogino, 05363-2-1600

Mr. Gattou, of Oxford University Press in Tokyo, has been teaching Japanese children for three years now. His presentation will be practical and classroom-centered, including activities, games and techniques he uses in teaching children. Don't miss this opportunity to pick up fresh views and ideas from a recognized teacher of youngsters. Wine and cheese, coffee and cookies, books and records also await you.

OKAYAMA

Topic: Culture in Conflict: Is language a bridge - or a barrier?
 Speaker: Jack Seward
 Date: Saturday, October 26th
 Time: 3 - 5 p.m.
 Place: Chugoku Junior College, Admin. Bldg. 3F., 1st Conference Room (Niwase, Okayama City); 086 2-93-0541
 Fee: Members, free; non-members, ¥500
 Info: Akiyo Joto, 0862-93-0541, ext. 413

TAKAMATSU

Topic: Sales Talk in Japan and the U.S.: A focus on language and culture
 Speaker: Sister Aoi Tsuda
 Date: Sunday, October 20th
 Time: 2 - 4:30 p.m.
 Place: Shimin Bunka Center
 Fee: Members, free; non-members, ¥500
 Info: Don Maybin, 0879-76-0827
 Shizuka Maruura, 0878-34-6801

Sr. Tsuda, Ph.D., Georgetown University and now associate professor of English, Notre Dame Seishin University, Okayama, will describe and

(cont'd on next page)

(cont'd from previous page)

analyze cross-cultural speech events in the ethnography of communication, with a contrastive analysis of sales events and salesmen's talk in America and Japan. She will demonstrate that language cannot be effectively investigated in isolation from its actual use in the act of speech and will conclude by identifying underlying sociocultural norms and values which produce ways of speaking unique to each society.

OKINAWA

Topic: JALT Convention Report II
 Speakers: Dan Jerome, Fumiko Nishihira
 Date: Sunday, October 27th
 Time: 2- 4 p.m.
 Place: Language Center
 Fee: Members, free; non-members, ¥500
 Info: Fumiko Nishihira, 09889-3-2809

OSAKA

Topic: Problems with English Spelling
 Speaker: Dr. Kenneth Schaefer
 Date: Sunday, October 20th
 Time: 1 - 4:30 p.m.
 Place: Umeda Gakuen
 Fee/Info: L. Viswat, 06-543-2144

The reaction among English teachers to the problem of spelling ranges from despair to benign neglect to courageous whistling in the dark. Whether one is a teacher who emphasizes the abundant irregularity of English spelling or one who stresses the regularities that do occur from time to time, everyone must admit that English is one of the most perplexingly spelled languages in the world.

This talk will offer no solution to the problem of spelling, either to oneself or to others, but it will try to explain how our language happens to have inherited a spelling system so apparently whimsical and fraught with such unexpected vagaries and delights. There are good historical reasons for virtually all of our English spellings, and there is some comfort in knowing what those reasons are. Bad spellers won't spell any better at the end of the afternoon, but they might feel better about spelling badly.

Dr. Schaefer is an associate professor of English at Temple University in Philadelphia and is currently the coordinator of the Master of Education Program in TESOL at Temple University Japan. He received a Ph.D. degree in linguistics and the history of the English language from Columbia University in 1972 and has since written a book on Old English and a series of communication textbooks for use in the Temple University English language program in Germany, where he taught for three years. He regularly

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teaches courses in the history of the English language, linguistics, early English literature, and English to speakers of other languages.

OSAKA SIG

Colleges and Universities

Date/Place: as above
 Time: 11:30 a.m. – 12:30 p.m.
 Info: Ed Lastiri, 0722-92-7320

Teaching English to Children

Info: N. Katsurahara, 07363-2-4573

TOKUSHIMA

Topic: Extensive Reading
 Speaker: Mike Thompson
 Date: Sunday, October 13th
 Time: 1:30 – 4:30 p.m.
 Place: Bunri Daigaku, Bldg. 14, Room 22
 Fee: Members, free; non-members, ¥500
 Info: Noriko Tojo, 0886-85-7153 (days) or 0886-53-9459 (eves.)

TOKYO

Topics: 1) Video Use in the Classroom
 2) Katakana in 45 minutes
 Speakers: 1) Shari Berman, Japan Language Forum
 2) Hiroko Quackenbusch
 Date: Sunday, October 20th
 Time: 1:30 – 5 p.m.
 Place: Tokai Junior College (near Sengakuji Station, Asakusa line, or Shinagawa Station, JNR line)
 Fee: Free
 Info: C. Dashtestani. 0467-45-0301

Due to membership request Ms. Berman is doing a repeat of her workshop on the use of video. Ms. Berman has come up with some innovative ways to make full use of the video without the expenditure of buying materials that often only suit a limited purpose. She will demonstrate and have participants carry out activities that teachers can adapt to meet their own particular needs.

The second part of the program will be devoted to learning Katakana with a teacher who

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See the furikae form in this issue for further details.

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The TESOL Quarterly and
 the TESOL Newsletter
 included with membership.

See the furikae form in this issue for further details.

has years of experience teaching Japanese to foreigners. This last should be of interest to both students and teachers of the English language. Ms. Quackenbusch is employed at a well-known national university in Australia.

Elections of the new officers will take place at this meeting and with that in mind do please come if you wish to have your say.

YOKOHAMA

Topic: English Drama Camp for Junior 2 Students
 Speaker: Jim Batten, Instructor at Ibaraki Christian J.H.S.
 Date: Sunday, October 13 th
 Time: 2 – 4:30 p.m.
 Place: Kanagawa Kokaido (Kanagawa Public Hall of Yokohama City), within 5 mm. of the west exit of Higashikanagawa Station on the JNR Keihin Tohoku line
 Fee: Members free; non-members, ¥500
 Info: Ron Crain, 045-841-9677 (home) or 045-662-3721 (work)

The speaker will present his findings from an English drama camp in which students enacted a drama incorporating vocabulary from the *Mon-busho*-approved texts for junior high school students. The why, the how, and the effect of the three-day camp will be discussed. This is a revised version of a presentation made at JALT '85 in Kyoto, in that the speaker will give additional information from the second such English camp conducted in late September.

Mr. Batten has an M.A. in TESL from Oklahoma State University and is currently working on his Ph.D. in TESL and intercultural communication. He is also currently engaged in studying ways to implement communicative competence into Ibaraki Christian Schools, both junior and senior high.

YOKOHAMA SIG for Teachers of English at Secondary School

Topic: Testing: Are we really testing English proficiency?
 Speaker: Ryuko Kubota
 Date/Place: as above
 Time: 1 – 2 p.m.
 Info: Ryuko Kubota, 0427-47-6378 (eves.)

MEMBERSHIP INFORMATION

JALT is...

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

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

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

JALT, which was formed by a handful of teachers in the Kansai area in 1976, has grown to an organization of some 2700 members throughout Japan with a broad range of programs. JALT was recognized as the first Asian affiliate of International TESOL (Teachers of English to Speakers of Other Languages) in 1977. JALT members teach at all levels from pre-school to adult, in public schools, colleges and universities, commercial language schools and industry. All share a common commitment to the betterment of language teaching in Japan.

PUBLICATIONS

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

MEETINGS AND CONFERENCES

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

LOCAL CHAPTERS - There are currently 17 JALT chapters throughout Japan, located in Hokkaido, Sendai, Tokyo, Yokohama, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okmawa. Chapters are now being formed in other areas such as Fukushima, Shizuoka and Kanazawa.

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

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

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

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

JALT c/o Kyoto English Center, Sumitomo Seimei Building, 8F., Karasuma-shijo Nishi-iru, Shimogyo-ku, Kyoto 600; tel. (075) 221-2376.

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、幅広い層に跨がっています。

出版物

- ◆JALT JOURNAL — JALTが年2回発行する学術誌
- ◆THE LANGUAGE TEACHER — JALTの月刊誌 (英和文併用、B5、36~72ページ)
- ◆CROSS CURRENTS — The Language Institute of Japan (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を通して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。

札幌、仙台、山形、千葉、東京、横浜、浜松、名古屋、京都、大阪、神戸、岡山、広島、徳島、高松、松山、福岡、長崎、那覇

更に、現在、福島、金沢に新しい支部を設けるべく、準備を進めています。

研究助成金の支給

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

会員

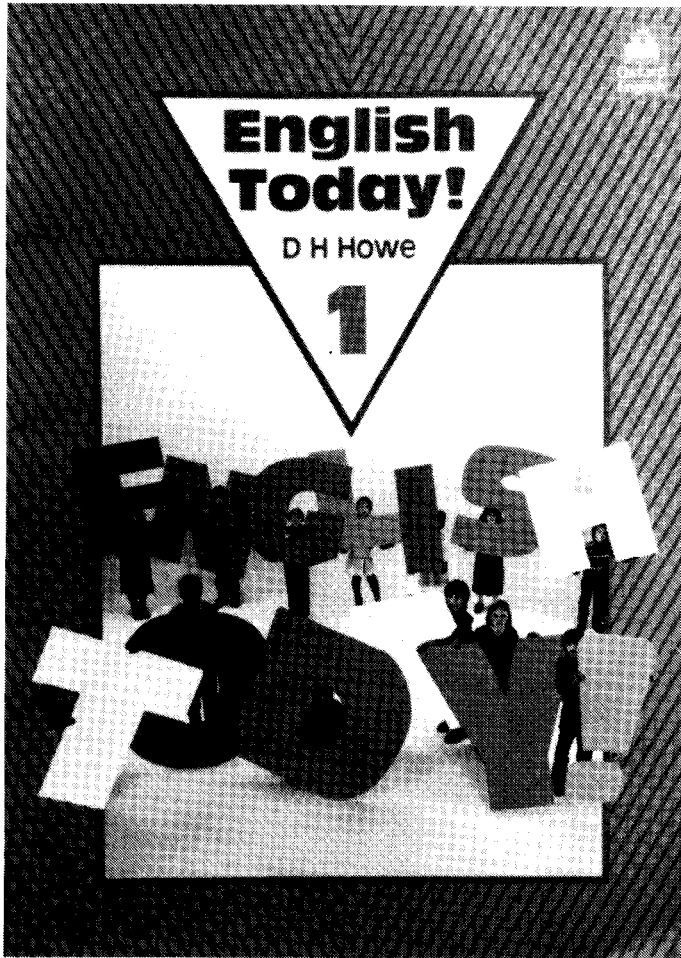
- 個人会員—最寄りの支部の会員も兼ねています。
- 共同会員—住居を共にする個人2名が対象です。JALTの各出版物が、2名に対し、1部しか配布されないという事以外は個人会員と同じです。
- 団体会員—同一勤務先に勤める個人が5名以上集まった場合に限られます。5名毎に、JALTの出版物が1部配布されますが、端数は切り上げます。(例えば、6名の場合は2部、11名の場合は3部配布されます。)団体会員は、メンバーが入れ替わっても構いません。その場合、抜ける会員は会員証を返却し、新しく会員になる者の氏名、その他必要事項を報告せねばなりません。詳細は、事務局まで。
- 商業会員—年次国際大会や例会等で、各社出版物等の展示を行うことができる他、会員名簿の配布を受けたり、JALTの出版物に低額の料金で広告を掲載することができます。詳細は、事務局まで。

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

JALT事務局 〒600 京都市下京区四条烏丸西入ル
住友生命ビル8F 京都イングリッシュセンター気付
(電話 075-221-2376)

担当 中村 潤子

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