

THE Language Teacher

全国語学教師協会

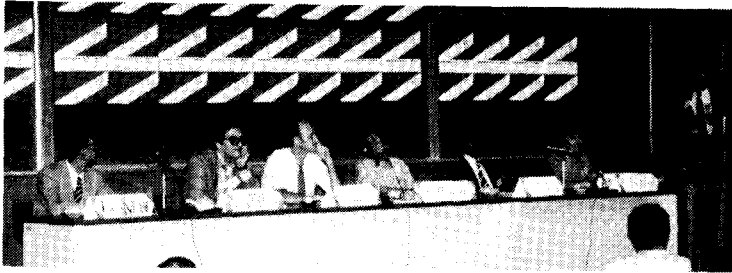
VOL. IX, NO. 14

DECEMBER 1985

Formerly the JALT Newsletter

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

昭和五十四年四月二十一日第三種郵便物認可
第九卷 第十三号 昭和六十一年十二月 日発行 毎月 日発行

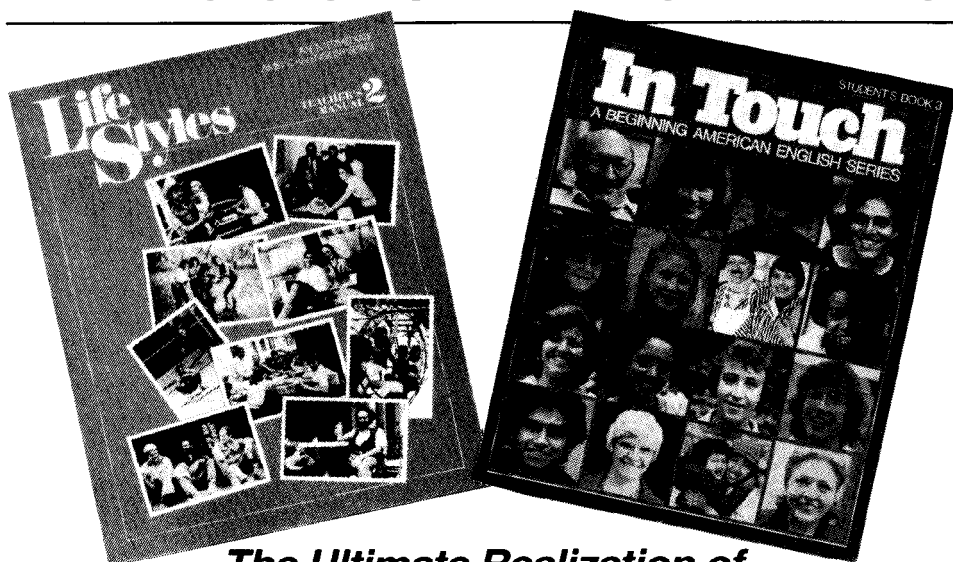


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Conference Photographers: Frank Carter, Bob McLean

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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, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okinawa.

The Language Teacher is the monthly publication of JALT. The editors are interested in articles of not more than 1,200 words concerned with all aspects of foreign language teaching and learning. Articles may be in English or Japanese. The editors also seek book reviews of not more than 1,000 words. Employer-placed positions announcements are printed free of charge; position announcements do not indicate endorsement, of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed.

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

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Photography: David Hough

Proofreading Editors: Jack Yohay and Harold Johnson

Typesetting and Layout: S.U. Press, Kobe

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IMPORTANT NOTICE! Be sure to read the notice on the National Election Ballot Error (page 43), from the JALT Executive Committee.

CONFERENCE PRESENTATION REPORTS

LANGUAGE LEARNING AND LANGUAGE USE: SOME ASPECTS OF CLT.

By Alan Mountford, British Council, Bangkok.



As I squeezed into the last seat available in the packed lecture room, I thought, "Every sensible EFL

in 'Communicative Language Teaching;' wouldn't this presentation be a case of preaching to the converted?"

My presupposition about the content of the presentation proved to be wrong. Instead of railing against the pundits of Structuralism or Grammar/Translation. Alan Mountford gave a timely warning to those of us who are muddled about what CLT is about, and who, as a result, overstate what CLT can do, and oversell CLT as the perfect solution to all language teaching/learning problems, for all situations and contexts.

Mountford began by drawing attention to the ambiguous nature of the term "communicative." It can mean either "teaching communication" or "teaching something communicatively." In particular, Mountford deplored the way that the term "communicative" has become attached to other words in the ELT lexicon: syllabus, materials, course design and measurement. Arguing that there are aspects of pedagogy that legitimately are not and need not be communicative, Mountford proposed that the term be used only in relation to a general approach to ELT or in relation to specific methodological practices.

Moving on to the matter of why CLT has

been resisted in some quarters, Mountford gave two reasons. Firstly, teachers are (rightly) wary of changes in fashion as to what constitutes effective teaching methodology, especially since the last thirty years have seen the waxing and waning of so many "bandwagon" movements and approaches. Secondly, teachers, being afraid of failure, are wary of taking risks. CLT is risky, since more responsibility is ascribed to learners, which makes the outcome of a lesson more unpredictable.

Mountford then went on to explore three aspects of CLT – philosophical, educational and pedagogic. Following Widdowson's distinction between *code* and *context*, Mountford pointed out that, in contrast with the former, the latter cannot be "taught;" it has to be discovered by the learners themselves, and can only be facilitated by teaching. Relating this dualism to the educational status of language teaching on the curriculum, Mountford pointed out that until recently, languages were taught as content subjects, rather than as skills subjects. The problem in treating language as a content subject is that it is presented as an analyzed corpus, an approach which blocks the synthesizing activity involved in language use.

In discussing the pedagogic aspect of CLT, Mountford summed up by saying that CLT, being learner-centred, tries to take into account the *learning* needs of learners, and not only their *language* needs.

In the final part of his presentation, Mountford made three suggestions as to practical ways of improving or bringing about more communicative language teaching practices. Firstly, he suggested the creation of Resource Centres or Language Laboratories, an environment rich in media where language experimentation and activity would take place. Secondly, he suggested that programmes be based around *topics* rather than structures or functions. Topics suggest language using tasks, and allow for language use without focussing on language itself. Thirdly,

he suggested using English as a medium of teaching another subject on the curriculum (Science, for example).

**Reported by Martin Millar
Hiroshima University**

CLASSROOM INTERACTION IN SCIENCE AND MATHEMATICS AS A BASIS FOR DESIGNING A SYLLABUS IN ENGLISH

**By Dr. Rosario E. Maminta,
University of the Philippines**



In the Plenary Session, "Language Teaching in Asia," Dr. Rosario Maminta, Chairperson of the Department of Language Teaching, College of Education, University of the Philippines, discussed some of the important changes which have been made recently in the Philippine system of education, and

the possible consequences of these changes in the field of English education. These changes also formed the background of her presentation on designing a syllabus to improve the English language skills and classroom methodology of teachers in science and mathematics. In 1984, the promulgation of the National Bilingual policy led to the gradual replacement of English as the medium of instruction in Philippine schools by the official national language of Pilipino, except in the areas of science, math and technology. It was decided to keep English as the medium of instruction in these subjects because Pilipino was not yet fully developed for academic purposes and because it was felt that English would be necessary for Filipinos to survive and compete on an international basis in the scientific and technical fields. However, there has been some controversy about this decision since math and science are considered difficult subjects.

The Department of Language Teaching was asked by the Ministry of Education to develop instructional materials for university and in-service teacher-training programs for the teachers of math and science in Philippine schools. Dr. Maminta believes this project is especially important because she feels that, as Dr. Krashen's research indicates, it was in

their other subject classes, not in their English classes, that she and most other Filipinos actually developed their English language ability. Since the math and science teachers may also be the main English language teachers for present-day Filipino children, Dr. Maminta is proposing that intensive English specialist courses be added to their teacher-training programs. She hopes that these courses will act as compensatory measures for the withdrawal of English as the medium of instruction.

The first stage of the instructional materials development project was a needs analysis identifying the tasks which the teacher performs in the math and science classroom and the language forms which are needed to perform those tasks. Using Henderson's search model, "Moves in a Concept Venture," and the characteristics of caretaker speech suggested by Krashen, Dr. Maminta's team analyzed the scheme of discourse used in science classrooms to find the linguistic patterns which would be useful to teach scientific concepts. Dr. Maminta believes that the present situation in Philippine schools will be a test case for Dr. Krashen's theories and proposes to train teachers to provide comprehensible input for their math and science students.

**Reported by Barbara Fujiwara
Seifu Senior and Junior High Schools**

COMPREHENSIBILITY AND ACCEPTABILITY OF EXPRESSIONS IN PHILIPPINE ENGLISH

**By Rosario E. Maminta,
University of the Philippines**

"English no longer belongs to the Americans or to the British. English belongs to the world." These words formed the basis of Dr. Maminta's lecture. What do these words mean? Maminta explained that in the past, according to structural linguistics, native speakers determined the correctness of English. Today, as an outgrowth of sociolinguistics, the field of English as an International Language accepts learned (non-native) varieties of English. Thus, we now have varieties such as Filipino English and Indian English.

In those countries where the use of English has expanded to all areas of daily life, including business, education, and government, local varieties of English have developed. These local varieties can sometimes pose problems for language planners and educators. If language, and in this case English, has as its function intra- and international communication, and
(cont'd on next page)

if local varieties of English are not intelligible, then their purpose is defeated. Language planners and educators need to determine which local forms are comprehensible and acceptable to the international community and to the various users of English within the country in order to standardize the local "native" English varieties.

In the Philippines there are many forms of Filipino English, from the "lowest" form, a pidginized variety called *Taglish* (Tagalog + English) or *mix-mix*, to the English used by educated Filipino speakers. In research done at the University of the Philippines, 50 Filipino English formulaic expressions used by Filipino graduate students were selected. These expressions were largely social formulas, such as greetings and leave-takings. Four groups: (1) native speakers of English, (2) proficient speakers of English from Asian countries, (3) Filipino college graduates, and (4) noted Filipino writers of English were asked to rate each expression according to its comprehensibility and its acceptability

The sample included Filipino English expressions such as "close the faucet" (turn off the faucet), "go down here" (get off the bus here), "what is it, sir?" (may I help you?), and "eat your snacks" (take a break). The four groups of English speakers found the majority of the expressions comprehensible; however, many of them were not acceptable. Interestingly enough, the least tolerant in regards to acceptability were English teachers, both native and non-native. Are we practicing "linguistic snobbery?"

Reported by Carolyn Miki
Hiroshima Jogakuin College

THE MARKING OF COMPOSITIONS: CORRECTING ERRORS OR TEACHING WRITING?

By Brian Heaton



Brian Heaton is author of several composition textbooks, Director of the English Language Unit for Overseas Students at the University of Leeds, and is also well-known in the area of language testing. He emphasized throughout his talk that teachers, to be most ef-

fective, should work on meaning and not correct all grammatical errors.

The first question under consideration was "How much to correct?" Tolerance for errors is generally lower in writing than in conversation. Correcting all grammatical errors, as researchers (e.g., Hendrickson, 1979) and teachers have noted, doesn't seem to be very effective, since the students make the same errors again anyway; in addition, it can be extremely inhibiting for the writer. Heaton recommends that teachers emphasize the positive aspects of what the student has been able to communicate. He pointed out the usefulness of the distinction between global and local errors in deciding what to correct, and emphasized that it is very important for teachers to recognize how errors may reflect incomplete learning of the target language. Errors will have different significance depending on the stage in language acquisition that the writer has reached. However, students who are still acquiring the language may tend to choose only safe topics with limited language use to avoid complexities that they feel insecure about (Ellis, 1984). Heaton noted that one way to get around this problem and to get them to work on areas which they really need to, is to use pictures and other visuals as a stimulus so that you can tell more accurately, exactly what the student wanted to say.

Teachers should also teach revising and editing and not look at each written work as a final product. They should also include comments on the substance of the paper and not just errors or organization. Conferences are also useful, particularly in making students more aware of problems that the reader faces. Heaton is well aware that it may not be feasible to confer with every student on every assignment, but he strongly suggested that most students will get a conference with the teacher once during the course.

Finally, Heaton recommended that teachers should adopt a flexible standard that takes into account task, audience, and other factors. Such a standard should focus on positive features and encourage editing and revising. Students need a clear idea of what they can and can not yet do well in their writing.

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Reported by Ann Chenoweth
University of Tsukuba

PRONUNCIATION AND PROSODY: AN AMERICAN SPEECH PATHOLOGIST'S VIEWPOINT

By E. Gene Ritter



Dr. Ritter's well-organized fifty-minute presentation found a good-sized, appreciative audience. He dealt with two areas. The first was the analysis of students' pronunciation errors, with a view to guiding students to articulate more accurately. Dr. Ritter's advice was to first look at the target sound and analyse where the students' articulation falls short. To assist in this, he provided a comprehensive chart of tongue, lip and jaw positions for English vowel sounds. After analysis, the next step is to show the students their mistakes versus the correct articulation, and then to work with the students using methods such as minimal pairs and homework sheets on which students read sentences and underline words containing the target sound. He introduced several worksheets for different vowels to illustrate these forms of practice.

Next, Dr. Ritter discussed consonants. While 'place' (i.e., placement of the tongue, lips etc.) is the only important element for producing vowels, three elements - 'place,' 'manner' (of articulation i.e., explosion, fricative etc.) and 'voice' (for example, 't' versus 'd') are all important in producing consonants. There were murmurs of agreement when Dr. Ritter said he had observed that, among consonants, it is the 'l/r' contrast that gives the most difficulty to Japanese speakers. If students say a word containing 'l' slowly enough, there is usually enough time to get the tongue up to the roof of the mouth, but this tends not to happen in rapid speech. By way of training, Dr. Ritter suggested that the student first say the syllables of 'r' and 'l' words in isolation, and then join them together faster and faster until correct pronunciation is achieved at normal speed.

The second area of the talk, covered more briefly, was the rhythm/melody, or prosody of English. Dr. Ritter outlined the three levels of stress: primary, secondary and unstressed (the word *am • bu • lance* has an example of all three levels) and the three ways of achieving stress: raising pitch, increasing volume and lengthening vowels. He also drew attention to patterns of stress in statements and questions,

and the way that stress can be changed to give different meanings to sentences. Much of the rhythm of American speech, he said, depends on unvoicing unstressed vowels, whereas the British tend not to do this. (To see the difference, say a word like 'crisis' with a British and then an American accent.)

Near the end, Dr. Ritter shared an anecdote about his own efforts to acquire the standard American pronunciation distinction between 'tin' and 'ten' - a distinction absent in his native Missouri dialect. His method was to find a word containing the target sound that he was able to make 'et cetera' - and to use that as a springboard for amending his pronunciation of 'ten.'

Dr. Ritter's overall advice was to listen carefully for pronunciation mistakes, to analyse them and to concentrate on working on them with determination and effort. After the talk, Dr. Ritter generously made himself available for individual consultation, so that he could make specific suggestions for dealing with particular problems.

Reported by Norman Bates
American School of Business, Tokyo

VIDEO ENGLISH: MORE THAN MEETS THE EYE

By Frank Crane



With video equipment becoming more and more accessible to the language classroom, teachers, when deciding whether or not to use video in their classroom, are faced with the following problems: 1) How does this machine work?, (mechanics), 2) Why use video in the classroom? (theory), and 3) How can video best be used in the classroom? (practice). Frank Crane provided a very clear description of the theory behind video use as well as possible activities that, can be used to enhance the students' English through the use of audio-visual equipment.

Three principles were discussed. The first, "Video isn't a method, it's a teaching aid," stressed the point that teachers do not have to create new activities to adapt to video usage; activities that have been used successfully in the past can be used.

The second principle emphasized that "video
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is a great means of providing the class with something to talk about and react to" as long as that "something" is accompanied with a specific task. Examples of activities included asking general and/or detail questions, and dealing with language functions, grammar, colloquial expressions, and so forth, taken from video dialogue.

His third principle stressed that "a video presentation shows the totality of a communicative situation." Whereas an audio cassette tape only allows for language sound, video also deals with body language and cultural information, among other things, which can only be understood through viewing. Because of this, kinesics and content analysis can be used as bases for activity.

Crane also introduced a new "buzz word," *kineme*, which was defined as "the minimum amount of kinesics that can convey meaning."

The presentation basically touched on theory but also stressed the practical benefits of applying video to the second language classroom. During the last third of the presentation, parts of two videos, one made especially for the second language student and the other made for prime-time American television, were shown. Participants were allowed to work through a few of the exercises which had been described to us.

Video is not something that the teacher can use as a what-to-do-on-Monday morning-type activity. It has to be well thought out in advance. However, if it is properly planned and used, the benefits are well worth the time and effort.

Reported by Mark Caprio
Nanzan University

THE TEACHER BOOK AS A RESOURCE

By Frank J. Crane

Frank Crane presented a rapid summary of the **Teacher's Manual for Milk and Honey** (HBJ, 1985) for each book of the four-volume series directed by Jean Bodman, his former instructor at Columbia University, using the books as the basis for his presentation.

As a crystallization of Prof. Bodman's thought and long experience, each goes beyond being merely a teacher's manual. Crane used the baseball analogy where, in addition to the

"play-by-play" of activities coverage methods, there is extensive "color" on communicative teaching methodology.

Organized from the global to the specific, the background provides general comments, teaching techniques and tricks of the trade alongside the textbook content. Often based on research findings, alternative approaches and their consequences are discussed. Crane believes the teacher will be able to see why the **Milk and Honey** content is as it is.

The purposes of the series represent to Crane a set of principles showing the point language teaching has reached: a clear, natural presentation of form; the students expressing their own feelings, ideas and experiences; function and register (levels of formality) being explicitly taught; coping skills being included; and most importantly, activities organized so the students interact maturely, direct and control the learning experience, and support each other.

The voluminous teacher's manual, then, is dedicated to realizing the above goals. Cultural differences and how they affect interactions are discussed in the manual, pointing out that rules of speaking, not just of grammar, are involved. Another example cited by Crane explains cognitive as well as affective reasons to have students talk about themselves. The advantages and disadvantages of taking certain approaches, such as error correction, are also discussed.

It was thus demonstrated what a resource a teacher's manual can be, when backed by research and long experience in TEFL.

Reported by Steven A. McCarty
Kagawa Junior College

中学生を対象とした塾での教材工夫と その教え方

(Preparing and teaching "Juku" classes for students
at the secondary school level).

講演者: Don Maybin

報告者: 江草 捷子

(Egusa. Katsuko)



9月14日、日本語で行われた Don Maybin 氏の研究報告は私達中学生を教える教師に、今までの教科書の使い方を考え直す機会を与え、生徒同志のコミュニケーションを中心とした指導方法を紹介したものであり、大きな刺激を与えてくれた。以下 Don Maybin 氏の示したアイデアを紹介する。

- ①現在中学校で使われている教科書は古く不自然な使い方が多いため、もっと自然な使い方を工夫すべきである。例えば、教科書の中の“This is a dog. This isn't a dog.”などは This is —. の導入としては不自然であり、自然な使い方として人物紹介を用いる。生徒Aに名前を云ってもらい、隣の生徒Bから、“My name is B. This is A.”と隣の生徒Cに紹介する。この練習をクラス全体に広げてゆく。
- ②教科書の会話導入の場合、ただ教科書通りに繰り返すのではなく、工夫し自然な会話の流れを重視し、ゲーム風に練習する。例えば、答の一部を示し生徒に質問文を考えさせる。1) Don 2) in Japan 3) six months 4) a little 等を黒板に示し、生徒から 1) What's your name? 2) Where have you been? 3) How long have you been in Japan? 4) Can you use chopsticks? 等の質問文を期待する事が出来る。質問文を作る事の困難な生徒のために、質問文のヒントになるような絵を示すのも必要であろう。これらの会話を出るだけ自然なリズムで覚えさせる一方法として、ボールを用意し、生徒に “This is a bomb.” と紹介し10分の時間制限を与えたりして、生徒達にボールの投げ合いをさせながら出来るだけ早く言葉が出るよう指導する。緊張感が集中力を増し、自然なリズムの会話を身につけることができるであろう。
- ③熟では受験用の勉強が多く、単語を読めない生徒が多いため、前回学習した単語、短い文などゲーム風に楽しみながら覚えさせる。例えば、クラスの生徒を A, B 2 チームに分け、各チームから2人、前に出す。1人は黒板の前に、もう1人は各チームの前に立つ。先生がAチーム代表にメロンの絵を、Bチーム代表にレモンの絵を見せた後、代表者達はジェスチャーでそれを各チームに示し、黒板の前にいる生徒は自分のチームから正解が出るまで、チームからでてくる単語を書きつづける。早く正解が出たチームに得点を与える。
- ④クラスでは日本語を使わぬ方が上達も早い、場合により日本語を入れる事も必要である。どこで日本語を入れるかは授業の前に十分に検討する必要がある。この場合生徒に、“Pardon me. How do you say—in Japanese?” という表現を覚えさせ、授業中わからない事を質問させる事が大事である。日本の教科書のテープはゆっくりで不自然であるため、native speaker の場合には、自分の声で生徒に語る事が望ましい。

最後に、Don Maybin 氏は、次のように云っている。教科書の内容はほとんど毎年変化がないので、教師は日頃から授業に使えるような絵や写真、生徒の好きな音楽な

ど集め授業に取り入れるといった工夫が望ましい。Native speaker でない教師であっても、教師として自分の教授法があれば、自分の教授法を持たない native speaker より、ずっと素晴らしい効果的な授業が出来るはずである。

THE TRAINING/DEVELOPMENT CONTINUUM: A FRAMEWORK FOR ANALYZING AND WORKING ON TEACHING

By Donald Freeman,
School for International Training



Donald Freeman presented a pair of frameworks for analyzing the processes of teaching and educating teachers. The first describes four constituents of teaching: knowledge, skills, attitude, and awareness. These are arranged in a hierarchy, with knowledge and skills at the bottom. Knowledge of the subject matter and of the students are both included. Skills are specific behaviors which can be observed by others. Knowledge and skills together represent the “science” of teaching. Above these is attitude, which Freeman described as an affective stance toward oneself, others, and the activity in which one is engaged. Awareness, at the top of the hierarchy, is a quality of attention necessary for the integration of attitudes, knowledge and skills.

Freeman emphasized the importance of the teacher's decision-making, which depends upon the teacher's awareness, attitudes, knowledge, and skills. The “collaborator's” trainer's purpose is to generate change in the teacher's decision-making. (Freeman used the term *collaborator* instead of *trainer*, since this person may be a supervisor, a colleague, or a teacher trainer.)

Freeman's concept of change included four assertions. First, change does not necessarily mean doing something different; it may be simply an awareness of something already done. In other words, not all changes are observable behaviors. Second, change may be delayed or incomplete. Third, some changes are quantifiable while others are not. Finally, some changes can come to closure while others remain open-ended. (cont'd on next page)

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Some elements of teaching and some properties of change seem more finite and observable than others. This leads to Freeman's second framework, a distinction between *training* and *development*. *Training* refers to specific interventions to effect observable, finite changes within a specified time range. For example, asking a teacher to consider alternate ways of handling students' errors, then suggesting another meeting or observation. Training is appropriate for knowledge and skills. *Development* concerns internal, open-ended, non-finite changes which lie beyond the direct observation and intervention of the collaborator. Unique to each person, it consists of gradual changes in teachers' attitudes and awareness.

The distinction between training and development leads to two implications for change. First, training may occur without real development. For example, a teacher may learn a new technique and actually use it, going through the motions without an accompanying attitudinal change. Second, development may occur without observable differences in behavior. A teacher may experience a gradual change of attitudes without changing any teaching behaviors for a long time.

Freeman suggested that the developmental part of teacher education is often neglected, since most emphasis is placed on knowledge and skills. This, Freeman says, has been due to the lack of an adequate model of teaching. I wrote in my notebook, "If you don't know about teaching, you can't know about training."

Reported by Greg Peterson
Notre Dame Women's College, Kyoto

QUICKWRITING: AN INVENTION STRATEGY

By George Jacobs

In this presentation, Jacobs describes a technique for facilitating the writing process by temporarily shutting off the monitor and letting writing follow the flow of ideas. Quickwriting is based on the theory that writing is not a matter of transferring ideas from the head to the page, but rather that they develop as part of the writing process.

A topic may be assigned or it may be completely free. An allotted time is given during which students are instructed to write without stopping and without crossing out or correcting mistakes. They are to write just what comes into their heads - though it may be nothing but

repetition of the last word they wrote, or a sentence such as "I can't think of anything to write." To minimize anxiety, assurance is given that "quickwriters" will not be graded. Rules for and purposes of the exercises are made explicit by a demonstration which also acts as a stimulus for trying the technique.

A variety of possible applications are suggested: as a warm-up exercise at the beginning of a class, as a pre- or follow-up to a discussion activity, or as a preliminary to the first draft of a paper. In connection with extended writing, the student is in this way made aware of the necessity for separating the creative and editing phases of composition.

In addition, there would seem to be many advantages to quickwriting for Japanese students. The pressure of time forces the learner to think in English thus overcoming the habit of translation. Nor is there time for the anxious hesitation about details of grammatical correctness and other formal considerations. Acquired language can be fully utilised in this way.

Reported by G.B. Deutsch

INTRODUCING POSTPOSITIONS/PARTICLES TO SPEAKERS OF ENGLISH

By Hoshin Nakamura



Professor Nakamura presented research that established the difficulty native English speakers studying Japanese have in using postpositions (or case markers, particles and relational words - terms that are interchangeable). He then reported that American military students who were enrolled in beginning Japanese courses between 1981 and 1985 had a high number of correct responses in supplying a single missing postposition to a Japanese sentence but a high error rate in supplying two missing postpositions to a sentence. Following from this, it was established that there was a need to help students learn the correct usage of postpositions.

At this point in the presentation a demonstration lesson began. The lesson objective was to teach the use of "ni" as a postposition in order to indicate the point of arrival and "o"

to indicate the point of departure. The lesson plan steps, briefly summarized, were: (1) explanation of the meaning and form of "ni" and "o" (2) presentation of the new concept through picture cards; (3) choral repetition followed by individual repetition; (4) sentence production exercises in chorus and individually; and (5) comprehension check-up through oral questions.

An evaluation of the lesson in terms of the principles of language teaching and learning followed. First, an instructor must find and present a system of rules by which the language operates and should use the "one at a time" teaching objective (where the teaching is of one distinct usage at a time). Students would then learn more easily. Secondly, it was urged that the materials contain practical, survival sentences that match student expectations and their need to use Japanese for communicative purposes. Third, Nakamura felt that learning through meaning was a critical part of the lesson and that appropriate visual aids supported such learning. Finally, according to the lecturer, pattern practice fostered accuracy and fluency. He suggested that these principles be applied to introduce prepositions in the EFL classroom in Japan.

This represents a familiar approach that instructors find effective in the foreign language classroom. It should be acknowledged that the present day emphasis on learners' communicative competence does not require us to disregard tried and true techniques; rather, it underlines the need for flexible approaches to each teaching/learning situation according to instructional objectives and the language learners' range of needs.

Reported by Jeanne M. Wolf

LISTENING COMPREHENSION THROUGH MOVIES

By Lawrence J. Cisar

At the JALT '85 International Conference Lawrence Cisar gave an interesting presentation on the use of movies in teaching listening comprehension. He teaches listening comprehension to post-secondary medium level students at a commercial school. Classes are one hour long and meet three times per week. Attendance is mandatory. Over a three-month term students are shown four complete movies. The movies are graded and chosen on the basis of lexicon, speed of the dialogues, level of grammar complexity, clarity of sound, and complexity of

theme. He suggested choosing movies with sufficient dialogues, such as those made in the 30s and 40s. One example mentioned was "Casablanca." For each movie a vocabulary list is prepared and handed out. This list is revised and added to over successive showings of the same movie.

The movies are broken into eight to 12 minute segments, either at appropriate scene changes or at a peak in the action, and the segments are shown consecutively. This insures continuity of the storyline. The class period is divided into four parts: a first viewing of the movie segment, an explanation of difficult vocabulary items, a discussion, and a second viewing of the movie. It should be noted that only explanations are given in context to the movie. Only the meaning appropriate to the situation is offered. Furthermore, the discussions are 99% student-oriented. The teacher does not answer questions directly; either he refers the question to another student or he asks other questions which lead the students to their own answers. At the end of the three segments students are required to submit a one (B5) page summary. At the end of a movie students are required to submit a complete summary of the movie on B5 paper. These papers are graded and returned during the next class period. The students show reluctance to do this writing but they do benefit from the work.

Reported by Brad Visgatis and Steven Mason

THIRTY-THREE THINGS MOVE ON OHP

By Mark W. Seng



The rationale for using audio-visual aids in the classroom is provided by Heaton: "The need for audio-visual materials in the ESL classroom arises from the fact that language is ultimately inseparable from the real world in a classroom. Only lessons which exploit a classroom. Only lessons which exploit a variety of media can approach the kind of information density that is required if the language is to be effectively contextualized within the allotted constraints of time and

(cont'd on page 13)



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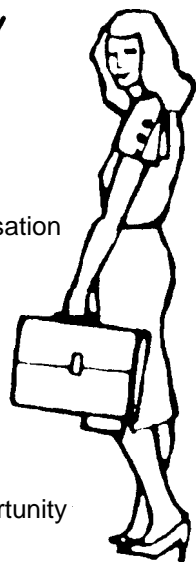
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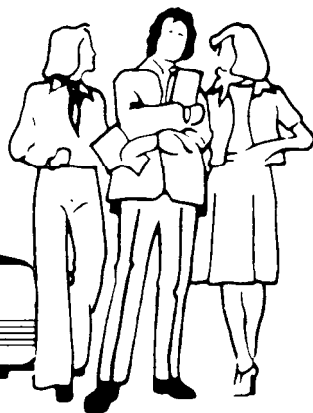
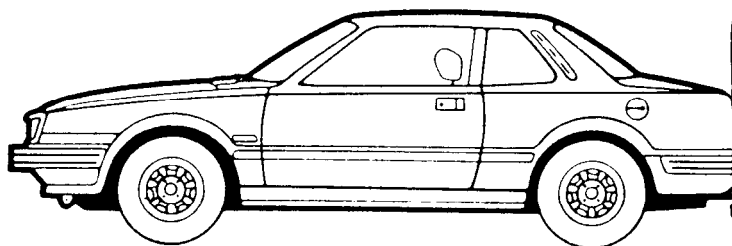
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place." The Overhead Projector (OHP) is a widely-used audio-visual teaching aid. Dr. Seng demonstrated the versatility of overhead transparencies, particularly in regard to teaching grammar, composition, vocabulary and English for Specific Purposes (ESP).

He focused on three different types of transparencies which featured movement. The first was composed of two parts: a simple transparency that had a sentence with a single noun left out and a slender strip of plastic with various nouns listed vertically on it. This slender strip was threaded through two slits in the main transparency so that a slot and filler type of drill could be practiced as in the following example:

	(filler strip)
Mrs. Jones met the ____ doctor	
at the airport.	carrot
	breakfast
Dr. Smith saw a ____ women	
in the pool.	fish

Variations, such as double slot-and-filler drills, might be developed by cutting more slots and making other strips.

The second type made use of a pivot point. These pivots can be made of simple pins, thumb-tacks, or of more durable snaps, buttons, or commercial pivots. Circles with windows could be attached to the main transparency and used in much the same way that commercial circular "mileage finders" are made and used. The classic example of this type of transparency is the silhouette mannequin using pivots at the knees, elbows, and other movable joints. If the mannequin is cleverly made and manipulated, many of the *common* verbs can be illustrated.

The third type had free-moving parts. For example, several different animals were moved about with tweezers while Seng recited the rhyme about the old woman who swallowed a fly.

While it could be argued that the kinds of activities Seng demonstrated did not bring the real world into the classroom, as Heaton recommended, the value of the presentation was in encouraging participants to be creative in using the OHP. Its potential is only limited by the imagination of the person using it.

Reference:

Heaton, James, "An Audiovisual Method for ESL" in **Teaching English as a Second or Foreign Language** by Marianne Celce-Murcia and Lois McIntosh, 1979.

Reported by Linda Viswat
and Dick Schaepe

THE PRACTICABILITY OF TEAM TEACHING

By Haruo Minagawa,
Murasakino High School, Kyoto

To Mr. Minagawa team teaching means a non-native speaker (in this country, a Japanese teacher) and a native speaker of the target language not only are both present in a class or classes but also are working together beforehand on preparation and afterward on evaluation and reflection, doing what each of them can best do. It is a misconception, he says, to regard native speakers merely as models for pronunciation. Tape-recorded voices can do as well, and with them a non-native speaker can conduct drills. Role play, of course, is ideally demonstrated by a team. The students not only get the native-speaker pronunciation but also can identify with the competent non-native as personified by the Japanese teacher. In a listening comprehension exercises the native speaker might be the provider of learning material, reading aloud, asking questions; and doing dictation. with the non-native speaker can conduct drills. Role play, of course, is ideally demonstrated by a team. The students not only get the native-speaker pronunciation but also can identify with the competent non-native as personified by the Japanese teacher. In a listening comprehension exercises the native speaker might be the provider of learning material, reading aloud, asking questions, and doing dictation, with the non-native Japanese teacher assisting by giving instructions and, where desirable, translating. In pair or group work both teachers can circulate. Here again the non-native Japanese teacher, being much more familiar with the students, can be activity adviser and organizer. The native speaker can be assisted in choosing those activities which will be most effective for the particular class.

Why team teaching? More native-speaker teachers are being hired, particularly in the public schools. The *Monbusho* (Ministry of Education) plans to invite up to 3,000 English "fellows" within the next few years. Twelve native speakers now teach in the Kyoto city schools. One comes to Mr. Minagawa's class four times a week. In contrast, a native speaker in the audience reported that she must visit all 27 junior high schools in Himeji and feels that under such conditions one must rely heavily on the Japanese teacher. In a survey Mr. Minagawa had conducted, such "occasional" teachers said that only sometimes did they confer with their co-teachers before class; all but one of the "regular" native speakers always did so. But for both groups most were expected
(cont'd on next page)

to conduct their classes alone, without active support.

In general those native speaker respondents with low expectations of the Japanese teacher were satisfied. Those who expected more felt they needed more communication and closer cooperation. "They often seem to avoid me," said one. Other comments: "Japanese teachers have never been trained in team teaching are confused about what to do." "Students are shy and unresponsive." "The textbook is not good for communicative practice."

Mr. Minagawa said he felt that student shyness stemmed from Japanese teacher attitudes. The teachers themselves are shy owing to limited language ability and are afraid of erring in front of students. And many Japanese teachers don't understand what communicative competence is all about. It is rare for Japanese teachers of any subject to have their students interact as an integral part of the learning process, he said. Limitations of time prevented him from offering or soliciting ideas on how native speakers might go about convincing their Japanese "teammates" to adopt classroom activities aimed at strengthening communicative competence or, for that matter, any given idea, technique, activity, or method.

Reported by Jack Yohay
Seifu Gakuen High School, Osaka

LISTENING TO THE NEWS

By James Brown

With the widespread acceptance of Krashen's acquisition vs. learning distinction, and of his emphasis on "I + 1," listening activities in the language classroom have become increasingly popular. If we believe that comprehension should precede production (as it so obviously does with children), and if we also believe in giving students language activities that are challenging and realistic, then an emphasis on listening activities makes sense.



Many listening materials have recently appeared on the market, and at the JALT conference in September James Brown of Newbury House Publishers presented a new book, *Tune in Tonight* by Alexis Finger. The text, subtitled *Listening to the News*, contains a series of listening tasks based on real television newscasts from a United States network.

As with many publishers' presentations, this demonstration was business-like and brisk. Mr. Brown presented the philosophical justifications for the book, gave examples of how to use it, and introduced us to the overall organization of the text. He also acknowledged the main problem in using newscasts as instructional materials -- namely, their topicality. The publishers of this text therefore tried to choose broadcasts that they felt had a better chance of remaining of general interest after their immediate news value had diminished. As to their success, time will be the best judge; however, there are a variety of subjects represented that raise issues of historical or philosophical concern -- i.e., "Anti-Nuclear Protests," "Organ Donors," and "The Korean Air Crash -- Flight 007."

Brown began by citing the importance of the work of Krashen and Terrell in the area of listening skills. He said that there are three basic criteria for good listening materials: (1) the input should be comprehensible, (2) it should be authentic, and (3) the activities should "reflect a purpose for listening that approximates authentic real life listening." News broadcasts are claimed to best fulfill all these requirements in addition to being valuable cultural commentaries.

Each chapter is divided into three basic components -- prelistening, listening, and post-listening. The cassettes that accompany the text contain "key sentences," the original report and short answer questions, the news in slow motion, and the original news report again. The progression of the text appears to be methodologically sound and (in contrast to many listening texts) there are a variety of activities, moving from the more simple tasks (such as filling in the blanks in the key sentences), to the higher order cognitive activities of synthesis or creative application (such as asking the students to apply concepts from the broadcast to different situations). The teacher could pick and choose -- using exercises that focus on areas in which students need the most work in his/her class. The text is attractively laid out and easy to use, with an interesting photograph preceding each section. There are also tapescripts and answers to the activities at the back of the book.

It appears that **Tune in Tonight** could be a valuable supplement for a high intermediate to advanced class, and could be used in a variety of teaching situations -- from the traditional academic environment of the university to the more "hands-on" atmosphere of the company.

Reported by Gary Allen
Suwa Seikosha

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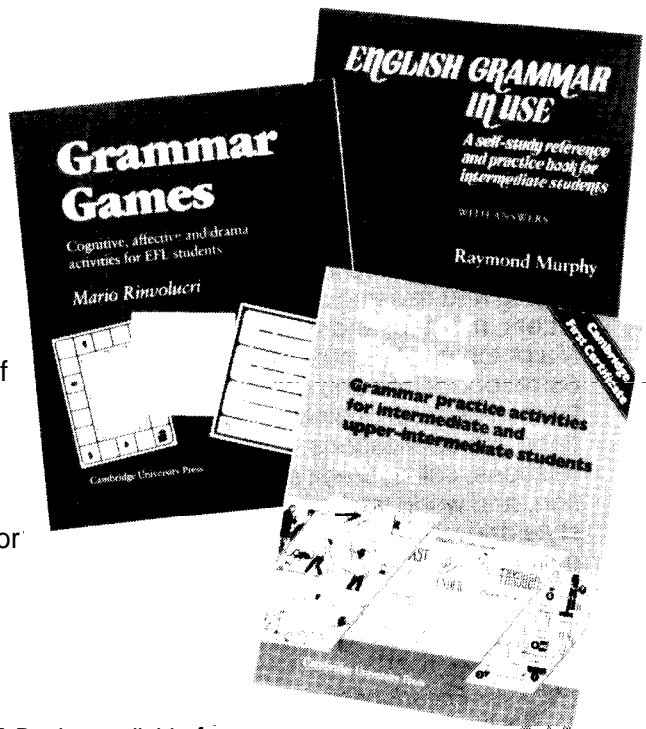
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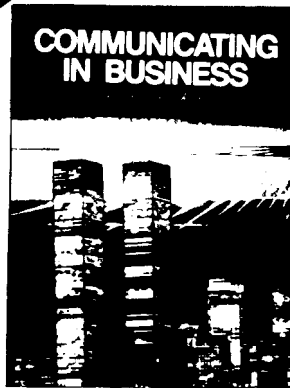
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INTERVENTION IN AN INTERNATIONAL COMMUNICATION BREAKDOWN

**A breakdown in cross-cultural communication
in an international business transaction and the
role of an English language consultant.**

By Jane Wieman



“Is it true that Americans are really angry about the trade imbalance?” Faced with this query from one of her associates at Osaka Gas Company, Jane Wieman was left wondering about the intentions of this person. Presenting a case study of the events leading up to this question, Ms. Wieman made certain recommendations for language consultants working in companies. It seems that her company was faced with a crippling delay in the installation of a piece of American equipment by an American company. “Was this the American company’s way of punishing a Japanese company for the trade imbalance?” the associate wondered. This associate and fellow employees were blaming the American company and were ready to send a TELEX threatening punitive penalties. This strategy was, in fact, counterproductive because the Japanese company wanted and needed the piece of equipment and to threaten penalties would have only served to alienate the American company.

Tracing the situation further, the presenter and her associates were able to find out that a third party, the trading company through whom the equipment was purchased, was primarily to blame. The trading company had failed to provide necessary communications and services ~ namely the ordering of necessary parts and equipment from the American company. Only one week was allowed for a one-month order. The American technicians were also frustrated because this late order brought about an unnecessary enforced idleness.

The presenter’s advice in this situation was the following:

- 1) Scrap the old TELEX threatening penalties. It would have accomplished the opposite of the desired effect.
- 2) Make sure you have all the relevant information before making decisions. The background to this situation was essential to both the English language consultant and to the Osaka Gas men involved in resolving the problem. The English consultant’s job involves more than proofreading existing documents.

3) After getting all relevant background information, decide what needs to be done and organize your goals.

4) As a class project, write a nice, clear note detailing the company’s needs.

5) Send English copies to the trading company along with translations so communication is clear.

Fortunately, in this case, because the intention and context of communications was taken into consideration, the problem was resolved successfully.

Reviewed by Ron Crain

SHORTWAVE RADIO FOR LISTENING COMPREHENSION

By William A. McBean,
Oita University

Listening to shortwave radio, generally considered a pastime for children and hobbyists, is also a useful source of English listening opportunities for language learners, as McBean showed in this presentation. A longtime listener himself, he gave clear, basic information about SW theory, stations, receivers, tuning and reception, and available literature to an audience of 40 persons.

McBean discussed the main features and characteristics of these major English SW stations: VOA, BBC, FEN Tokyo, AFRTS, and Radio Australia. VOA, for example, has a strong clear signal to Japan, and its “Special English (SE)” programs are suited for intermediate level listeners. SE is broadcast seven times a day, spoken clearly and slowly, and limited to 1500 words – all of which are in the VOA **Word Book**. Like all the stations discussed, VOA publishes a frequency/program guide (called **Voice**, it is available free, bi-monthly, from the USIS, American Embassy, Tokyo).

Also highly recommended was the BBC, known for its reliable news and wide variety of programs. Their “English by Radio” program for EFL students comes on four hours each day, in 15-minute segments. A study booklet for the program and the general program guide **London Calling** are available from the BBC’s office: P.O. Box 76, Bush House, London.
(cont’d on next page)

don. McBean mentioned KYOI-Saipan's 24-hour rock programming as a stimulus for young adults to buy a SW receiver. He played tapes of KYOI and the other stations mentioned.

McBean stressed the need for a good receiver, recommending newer models with computerized tuning for less than ¥50,000. Tuning and reception require some knowledge, effort, and patience because of instability due to atmospheric conditions or band crowding. He discussed how these problems, can be overcome by taking advantage of stations with multiple frequency format and using a proper antenna. Reception is better in the morning and evening, and winter is better than summer.

The talk was rounded out by a display of program guides, radio brochures, articles on SW, and the comprehensive **World Radio and TV Handbook**. In the question-answer session following the presentation, native and non-native speakers of English showed their interest in SW listening, both for language study and recreation.

Reported by Charles B. Wordell
University of Tsukuba

SURVIVAL ENGLISH FOR JAPANESE

By David Hough



Hough, together with Dale Griffiee, has written a book on this topic; and this presentation was basically a summary of how they wrote the book.

First, Hough asked the participants to suggest things that one would need when going to a country whose language one did not speak. We concluded that basic nouns were most necessary. Our list included names of foods, personal pronouns, colors, numbers, seasons, Wh-words, and noun substitutes (e.g., *thing*, *thingamajig*, or *whatsit*). We also proposed basic verbs and some phrases expressing commands, requests, agreement and disagreement, and time. It just so happens that these suggestions comprise the contents of Hough's book.

After defining the contents, the textbook writer then has to determine pedagogy. Interestingly, Hough does not follow the usual practice of immediately having the students produce the material to be learned. Instead he emphasizes ear training, which then leads into

production. His reasons for his particular pedagogy are based on well thought-out principles.

Hough proceeds on the idea that survival (or any) listening moves from sounds to meaning. On the sound level, Hough sees six problem areas for Japanese in learning to comprehend English aurally. One is that English has many new sounds for students. Students must experiment and do a bit of exploring before being able to internalize these sounds. This process entails a second problem: finding the parameters of those strange sounds. Students must somehow determine just exactly how far they can deviate from a given sound before native speakers will perceive a different sound. The third problem area for English learners involves reduction and assimilations; and the fourth, rhythm, stress, and breathing. The fifth and sixth areas require some explanation. The fifth is noise. Noise is a sound which crops up unexpectedly. For example, when one says, "See him," the *h* turns to a [J] This unexpected sound confuses learners. Finally, the sixth area involves dead sounds. Sometimes grammatically different combinations of words have the same pronunciation. The first three words have the same pronunciation in the following examples. "What did you buy?" "What have you got?" "What are you going to do?" and "What do you want?" Evidently, Hough has exercises in his book to take care of these problem areas.

The theory on the meaning pole is script or schema theory (see Schank and Adelson 1977 for details). Scripts are knowledge that people have of "typical episodes that occur in given situations" (Richards 1983).

In practice one moves freely back and forth between the sound and meaning levels in order to comprehend.

Unfortunately, Hough's and Griffiee's actual book was unavailable for perusal so we could not see what form his ideas took. Due to space limitations, I have had to be a bit brief on the meaning-level explanation. Judging from the table of contents which Mr. Hough showed us, however, the book appears to adequately treat this area, and looks as if it will be quite interesting.

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Reported by Scott Petersen
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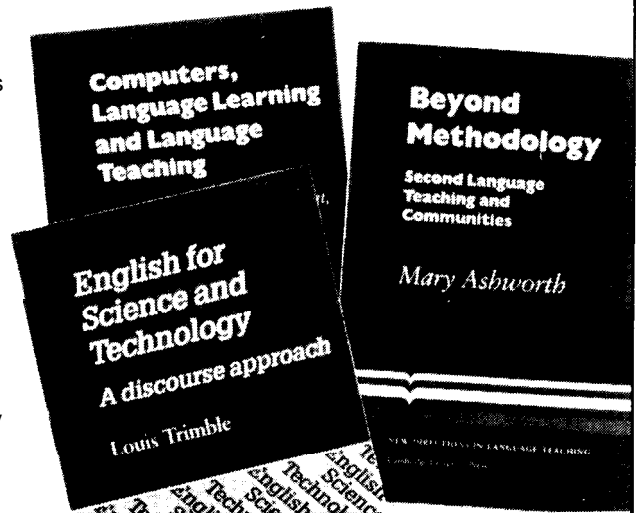
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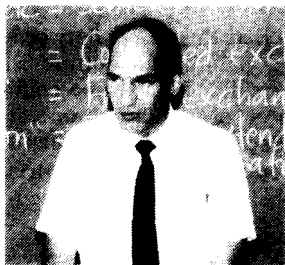


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DESIGNING FUNCTIONAL ROLE PLAYS

By Duncan MacIntyre



MacIntyre began by saying that "role playing is such an important part of language learning that we can be well justified in using it as the focus of the lesson" and not just as a sidelight or something to do at the end of the class to kill time. By emphasizing role plays will be functional and relevant to the students, a necessary sense of reality can be brought to the classroom. However, the role play itself may be the shortest aspect of the **role play cycle**.

In the role play cycle, the students listen to a tape where the role play is modeled, for example, making a request. Target phrases from the model are then written on the blackboard phrases like "Would you please ,," "Could I ,," etc. The students are then told to do a role play, one that is similar to the model, but different enough so the students won't merely mimic the model. (For example, the model may be asking for change while the assigned role play will be to ask to borrow a pencil.)

The students then do the role play, after they understand the target phrases and instructions. MacIntyre stressed the importance of having the students use props and movement in the role play to make it as real as possible. After the students finish doing the role play it is "debriefed" and revised as necessary. In the debriefing, the students write down what the other students in the role play said -- even a word or two is enough. The point *is* to get the students to think about and eventually thoroughly understand what went on in the role play.

The biggest problem, MacIntyre said, is that particularly in large classes it is difficult to monitor the role plays and to correct mistakes. But he said that by standing back and getting an overview of the class the teacher can get some feeling for whether the students are having problems by watching students' movements, facial expressions, etc.

MacIntyre said the idea behind role plays is that "students learn some routines and set phrases. They learn to do something with the language." Even though students might not be

of a high enough level to understand the grammatical structure of a phrases like "Could you make change for me, please?" they can learn the phrase as a set routine. They will experience being in a relatively unstructured situation where, within the given context, they can learn to say what they want to say in the way they want to say it.

Reported by Don Fensler
Kinran Junior College

WHAT WAS THE QUESTION?

By Glenn T. Gainer,
Fukuoka University



In this presentation Mr. Gainer demonstrated a technique for the classroom that enables students to paraphrase teacher-initiated questions and that allows teachers to correct student utterances using a modified cloze procedure. The presentation was given, as time allowed, in both English and Japanese. The presentation was pedagogically sound, well prepared, and well presented. With Gainer's technique, student errors can be used advantageously. He drew heavily upon the work of Fanselow to justify his technique.

To demonstrate a classroom session, Gainer read a short passage about the life of Elvis Presley. The passage that he read contained information about Elvis' birthday, birthplace, early childhood, school days, and so on. Reading this passage only once to the presentation audience, Gainer suggested that the passage should be read at least twice, or more, to students. We attendees, acting as "students," were asked to take notes on the passage and then to compare our notes in pairs. The passage was then read again after this comparison. Gainer then asked questions about the passage; asked us to jot down answers to his questions; and had us reformulate, orally, questions for the answers. Paraphrasing, of course, was acceptable. For error correction, Gainer then wrote the questions on the board with cloze blanks in the places where errors had occurred. Gainer stated that locating the errors on the board in this manner will usually be enough of a clue, and the student who made the errors will be able to correct them. However the teacher also has the option of calling on other students to provide peer correction when necessary.

(cont'd on next page)

Citing Fanselow, Mr. Gainer went on to point out that it is difficult to indicate to students just where they have made mistakes; this technique allows them to see just where their problem areas lie. He likes the cloze procedure because it gives students time to monitor their responses (in the Krashen sense). In this way, time and anxiety are not problems. Particularly important to Gainer is that this technique allows students to see that their mistakes are not totally off base, as it were, and that students can learn from their common, albeit sincere, mistakes and that such mistakes provide fertile ground for error correction.

Reported by Gary Wood

ANTHROPOLOGY AND THE LANGUAGE TEACHER

By **Sonia J. Eagle**



Sonia Eagle feels strongly that the field of anthropology has been overlooked in the role of language teaching. In answer to the question, "Why should language teachers study anthropology?" she pointed out

that language and culture are inseparable. as culture changes, language changes. Thus, there is definitely a need to integrate culture and language in teaching. The problem with present language teaching methods is that they are usually done on a "triat" level, emphasizing superficial traits such as wearing kimono. Based on this simplistic version of culture, pupils end up doing shallow, cursory tasks such as memorizing vocabulary lists. Another problem in the comparative method, which she correlated with contrastive analysis. The emphasizes only the differences in cultures, and is inadequate because it lacks depth. Culture, she argues, is more than a sum of its parts - it is "super-organic" - and so is language. How then to overcome these limited traditional attitudes and broaden our approaches to teaching language?

Enculturation (first-cultural acquisition) and acculturation (second-cultural acquisition) are directly related to language learning. Most significant for language teaching, Eagle stressed, is knowledge of ethnographic field work, the most important method being participatory observation. The anthropologist goes to new cultures not with data but with 1) an open mind and 2) the method of observation and parti-

icipation. How to bring these attitudes to the classroom? Eagle suggests using videos of the target culture, and having the students pretend to be doing fieldwork by taking notes and approaching the films with the open mind of an anthropologist.

Eagle went on to say that the dialect between acquisition and learning, nature and culture is false; that they are two sides of the same coin. The mind operates in a dialectic fashion: it operates as a process. Eagle modified Krashen's model to include first culture and ethnocentric filters, demonstrating their importance in language acquisition.

The message of Eagle's presentation was that we as language teachers should take a more holistic approach to teaching, and to teach language by teaching culture, and teach culture by teaching attitudes. She pointed out that there is no ego permeability unless proper attitudes are taught, and that we as language teachers should be aware of trying to understand our own and our students' ethnocentric views in order to achieve the sort of cultural understanding which looks at cultures on a relative, rather than an absolute, scale.

Reported by Elizabeth Falconer
International University of Japan

SOCIOLINGUISTICS AND SECOND- LANGUAGE TEACHING

By **Leo Loveday,**
Doshisha University

There's more to successful second-language acquisition, Leo Loveday reminds us, than just mastery of the rules of syntax and pronunciation. Languages are used in specific social settings and the language teacher would be well advised to learn something about the (often complex) interactions between the language taught and the society of that language's native speakers. Sociolinguistics is the branch of linguistics concerned with these interactions, and it was Loveday's purpose to introduce this discipline.

The presentation was divided into two parts: an overview of the history and aims of sociolinguistics, and an explanation of some of the ways in which sociolinguistic concerns impinge on the L2 classroom.

Sociolinguistics is a fairly new division of linguistics. perhaps dating back only twenty or so years, at least as a self-consciously auto-

(cont'd on page 24)

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nomous discipline. Loveday explained that it has only been recently that linguists have been willing to go beyond a formal study of language, a study that was usually divorced from messy problems of social structure, actual use, etc. The often-used term "communicative competence" reflects this new concern.

Specifically Loveday stated that sociolinguistics studies language in five areas:

- (1) language variety in relation to social structure
- (2) the influence of social norms and values on linguistic behavior
- (3) the organization of communication
- (4) language control and language planning
- (5) bi- and multilingualism

(i) refers to such variations in language as class-based dialects in Britain, or sex-based differences in Japanese. (2) includes such vexing problems as that of *who* says *what*, and *when* - e.g., both Japanese and English of course have expressions of thanks, but that doesn't mean that they are always used on the same occasions or by the same speakers. (3) refers, *inter alia*, to the various conventions for organizing discourse, the cultural variation in which causes so many headaches for composition teachers. (4) deals with such problems as choosing a national language and protecting (or repressing!) minority language, but also (and closer to home) such things as *kanji* simplification. (5) of course needs no explanation here.

As far as language teaching is concerned, Loveday restricted himself to the first three areas: language variation, language and culture, and cross-cultural communicative competence, and presented several important problems connected with each.

What, for example, do we do about non-standard forms of English? Loveday pointed out that only 6% of the British population speaks RP. Is it realistic to ignore the other 94% and hope that our students will confine their communicative activities to university professors, BBC newsreaders, and relatives of the royal family? Loveday strongly urged that students be given at least some exposure to other Englishes.

Loveday also pointed out that if language and culture are interdependent, then it is not enough for a teacher to teach the language without the culture. And of course the teacher, if he or she is a native speaker of the target language, is by that very fact an exemplar of the target culture. The teacher needs to know and to point out to the student those areas where the sociolinguistic behaviors of the L1 and L2 cultures differ.

The presentation was intended as a general introduction to sociolinguistics and its relation to L2 study, so there was no time for specific "how-to" discussion. JALT members might want, however, to consult Loveday's *The Sociolinguistics of Learning and Using a Non-native Language* (Pergamon, 1982) which is so far as I know the only book dealing specifically with sociolinguistics in language teaching.

Reported by Kevin R. Gregg
Matsuyama University

ASSESSING THE FLUENCY APPROACH TO EFL COMPOSITION

THE EFFECT OF SALIENT FEEDBACK METHOD ON EFL COMPOSITION

By Thomas Robb,
Steven Ross,
and Ian Shortreed

These two presentations explained the findings of a two-part study of several popular composition teaching methods.

The "salient feedback methods" the speakers studied were various ways of marking grammatical errors on students' essays. Four methods were used with four different groups of students: 1) "coded" feedback (errors were identified with a correction symbol), 2) "uncoded" feedback (errors were located with a colored marking pen but left unidentified), 3) "total" feedback (errors were corrected but not explained), and 4) "minimal" feedback (errors were simply counted and the student was told with a number in the margin how many errors each line contained). Then five essays from each student (from across the course of the semester) were assessed for *accuracy* (ratio of error-free t-units to total t-units, etc.), *complexity* (ratio of extra-clauses to total words, etc.), and *fluency* (total words written, etc.). The measurements showed few significant differences among the writing of the four groups of students. In other words, marking every error with a symbol, or even correcting every error, apparently had no more effect on the students' writing than marking or correcting nothing at all.

In the next experiment, students were divided into three basic groups: one kept diaries, another wrote essays that were corrected in a conventional manner and then rewritten, and the last rewrote essays written by other students (and distributed by the teacher). In addition, in each group half the students did ordinary grammar

exercises while the other half practiced sentence combining. Measurements similar to those above yielded mixed results. Students who kept diaries were more "fluent" in their essays (that is, they wrote more words and produced more t-units), but continued to make more errors than the other groups and continued to write short, unsophisticated sentences; Ross warned that "fluency," at least defined as the experiment defined it, might simply be verbosity. Also, the sentence combining groups' writing differed little from the grammar exercise groups' writing; Shortreed speculated that this finding might be a result of faulty teaching methods, however, stressing that to be effective sentence combining must be done as part of a program of follow-up exercises, peer correction work, and so on.

In the end, even such negative results are instructive, and should make us all take a closer look at our own current composition teaching methods.

Reported by Clayde Moneyhun
Nagoya International College

**Business Letter Writing
in the Language Laboratory**

講演者: Tom Pendergast, Jr.
報告者: 宮川喜代江
(Miyagawa, Kiyoe)

日本人の学生に Business Letter の書き方を如何に教えるか。形式が整い、内容が明確で、英語発想に基づいた手紙を書かせることに悩まされている先生方は多いと思う。それに的確に答えてくれるのがこの発表であった。

1. ディクテーション

使用のテキストは Ferguson-O'Reilly による *English Letter Writing* (CEEL, 1976) と、同社発行のテープ 4 本を使用し、LL を最大限活用して、ディクテーションから始め、自己学習をしていくのである。

まず、次のような手紙の文面が与えられ、それをディクテーションするよう求められる。

Dear Sir,

My company wants to buy a coffee machine for our *factory* in Withington.

I should be *grateful* if you would send me a *quotation* for the *following*:

1 coffee machine, model A, red
1 coffee machine, model D, beige.

What *discount* can you *offer* for an order of this kind, and what is your earliest delivery date?

Yours faithfully,

O. G. Battigan

恐らく学生は上記のすべてをセンテンスとして、また正しい単語を使ってディクテーションは出来ないと思われる。

次に以下のように、与えられた選択枝の中から、ブランクに適当な単語をはめ込んでいく。

Complete each blank space in the following letters using words from the lists.

quotation, offer, discount, factory, delivery, payment, send, model, following, grateful.

Dear Sir.

My company wants to buy a coffee machine for our _____ in Withington.

I should be _____ if you would _____ me a _____ for the _____

1 coffee machine, model A, red
1 coffee machine, model D, beige.

What _____ can you _____ for an order of this kind, and what is your earliest delivery date?

Yours faithfully,

O. G. Battigan

これが終了すると、自分のディクテーションと比べて、どこが違っているか確認するのである。

第3の段階として、同じブランクのついた同し手紙を今度は、選択枝を与えないで完成させ、済んだ段階でまた元の文面と比較させるのである。こうした繰り返し作業の過程で、学生は自然に英文の手紙の形式、表現等を自分のものにしていくのである。

2. シャドウイング

もう1つ、発表者が強調された重要点は、英語のレク
(cont'd on next page)

(cont'd from previous page)

ライティングの基礎に、シャドウイングを取り入れるという事であった。これは同時通訳習得の際の基礎技術の1つで、話し手の英語をそのまま後をつけていく“shadowing”のことである。母国語でなら、テレビニュースをアナウンサーの後に続けてシャドウイングする事は余りむずかしくないが、外国語となると話は別である。しかし、これが英語の手紙を書く上で重要な基礎となるという説明もまた説得力のあるものであった。短大レベルの若い学生なら適切な指導によって著しく伸びると思われる。

FUN WAYS TO USE A PICTURE DICTIONARY

By Reiko Nakata

This was a commercial presentation for the Addison-Wesley Picture Dictionary for children, for which Ms. Nakata is listed as a consultant. The dictionary is published at ¥9,800 in Japan, including a set of audio cassette tapes. The dictionary itself lists 550 words, with full colour illustrations, in 68 pages, and includes suggestions for classroom use at the back. The tape is largely in Japanese, and includes songs, jokes and quiz questions, related by a character called Max the Mouse, who also appears in the illustrations throughout the book. The set includes a Japanese manual with teaching suggestions, songs and games, the tape script, and cultural information about the USA to help interpret the illustrations for the children. The lexis is both alphabetically and topically arranged: the letter L for example includes the word 'laundry,' and the next page features another 18 words to do with laundry, i.e., clothing. The other subject areas are Airport, Birthday Party, City, Doctor, Farm, House, Jobs, Magician (prepositions), Ocean, Park,

Supermarket, Teacher, Weather and Zoo.

Ms. Nakata, consultant for the Addison-Wesley Picture Dictionary for Children, explained the structure of the dictionary set (book and tapes) and gave suggestions as to how it could be used in the classroom. She claimed that it could be successfully used with children from three years old to High School level. At the higher levels it would be especially useful for the cultural information about the USA contained in the illustrations, which at the lower level would provide interest for their American "feel." Ms. Nakata's suggested technique was to play the tape from the beginning and work through the dictionary page by page. The children would listen to "Max the Mouse" in Japanese and repeat the English words after him. The teacher would stop the tape and add her own questions as appropriate, depending on the level of the students. There is a quiz on the tape at the end of each page of text to check retention. It was suggested that the children might want to choose their own favourite words afterwards to practise further. Ms. Nakata thought that two or three sessions might be spent on each page of text, including follow-up reinforcement activities: spelling drills, songs, games, sentence building and story building, or even discussion questions. A demonstration was given of Ms. Nakata's own spelling drill technique, to be used as a short interlude from time to time.

Ms. Nakata did not go into the question of how this dictionary could be used in conjunction with other course material, concentrating rather on ways of exploiting the picture dictionary as material in its own right. She saw it principally as a means of extending vocabulary beyond that used in the textbook.

Reported by Simon Gieve
Kinran Junior College



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Biblos in Takadanobaba (Tokyo) has a particularly full selection of **Alphas**. Personally, I'll be buying one to three copies of many of the books a sound investment for my students' future reading pleasure.

Classics

U Lord Jim/U Tom Jones/U Stories from Shakespeare's Plays*/U Vanity Fair/U Hard Times/U Lorna Doone/U Silas Marner

Science Fiction

5 The Death of Grass Thrilling Right-wing fantasy*
4 Rendezvous with Rama Complex mystery from Arthur C. Clarke*
4 The Puppet Masters Complex haunting Heinlein classic *
3 Way Station Gentle and atmospheric
2 Orbitsville ~ Typical SF*
1 Dune ~ Unreadable unless you know who's who

Thrillers

4 Rogue Male ~ Tension to the max.*
3 Firefox Complex last part thrilling
U Raise the Titanic*/U I, Lucifer (Modesty Blaise)/U Sabre Tooth (Modesty Blaise)

General Fiction

3 The Runaways Shy boy meets 'bad' girl bittersweet romance
3 The Hustler - Western classic
3 The Cincinnati Kid ~ ditto
U Goodbye to Berlin (Isherwood)/U Ennals' Point/U Oliver's Story (Love Story II)*/U Flam-bards (Children's Classic)

Non-Fiction

4 Thirteen against the Bank Riveting for gamblers
U My Life and the Beautiful Game Soccer bio by Pele*

Historical Fiction

4 Outcast – Excellent but complex story of Roman Britain*
3 The Eagle of the Ninth ~ ditto

Romances (note: no **Alpha** Romances remain print)

2 The Smouldering Flame (Typical romance)*/U Cupboard Love*/U The Moon Dancers*/U Leopard in the Snow*/U Star-Crossed*/U Sunset Cloud*/U Elusive Harmony

Westerns

3 The Stalking Moon (Complex)/2 True Grit (ditto)/U First Blood/U Comanche*

Crime

3 Smokescreen (Dick Francis)

Also being 'rationalized' is the *Oxford Graded Reader* series. Most of these titles were listed in the graded reader bibliography in *The Language Teacher* (May/June '84). Call Oxford University Press for details of titles going out of print. Incidentally, a revised and updated version of the graded reader bibliography was published in *Reading in a Foreign Language* (Autumn 1984).

Julian Bamford

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.

**SPECIAL ISSUES OF
THE LANGUAGE TEACHER for 1986**

January – Teaching Children – Keiko Abe
February ~ open March – open
April – open May – open
June – open July – open
August – open September – open
October – open November – open
December – open

Please contact the Editor if you would be interested in Guest-editing an issue of The Language Teacher of a specific topic.

MyShare

As Language teachers, we all come up with our share of ideas and activities. We also use our share of ideas from other teachers. My Share is your opportunity to share your ideas and activities. Articles dealing with activities for classroom application should be submitted to the My Share editor: Marc Helgesen, New Day School, 2-15-16 Kokubuncho, Sendai 980. Articles should be based in principles of modern language teaching and must follow JALT manuscript guidelines. Please include a 25-50 word biographical statement.

A TRIVIA GAME

By Joanne E. Sauber

Recently there has been a trivia boom in the U.S. and Europe. Hundreds of trivia games, featuring thousands of interesting and obscure questions, are now on the market. In most of the commercially available games, however, either the language is too difficult for EFL students or the questions are too culture-bound to be of much interest to them. Since all of us have a headful of facts and we enjoy sharing them, I have asked *my* advanced and intermediate students to develop their own trivia game. My students become very involved in the task, worry less about their language and use their English.

Procedure

A. Give the students a few examples of trivia questions.

Sample questions:

1. What is the national bird of Japan?
2. In what prefecture did shochu originate?
(answers below)

B. Students work in groups of two or three to create their own questions. Each question is written on one side of a small piece of paper; the answer is on the back. Note: don't let the students use reference books for this. It will cut down on the amount of conversation, and lead to questions that no one can answer. All the questions should come from information that the students already know.

C. The questions are put in a pile. Students take turns asking them. The first student to correctly answer a given question gets a point. (Of course, students cannot answer questions generated by their own group.) In the event that an answer is found to be incorrect or incomplete, or a question is too difficult to answer, eliminate that question and move on to the next. The student with the most points at the end of the game wins.

It should be noted that the most dense use of language comes at the stage when students are creating the questions, rather than when they play the game. The game itself does, however, stimulate interesting discussion.

Variations

The game can have questions focusing on different grammatical structures, or be designed for use with elementary students.

For example:

Interrogative forms: Wh-question words can be removed from the questions. A point or points can be awarded for providing the correct word(s), as well as for answering the question correctly.

Sample Questions

3. _____ symphonies did Beethoven write'?
4. _____ wrote Romeo and Juliet?

Past Tense: Use general historical questions or cloze past-tense verbs.

5. Who discovered penicillin?
6. Who___ the Japan Series in 1983?

Superlatives:

7. What is the largest bank in Japan?
8. What is the best selling book ever written?
- 9 Which is the smallest: 1 Japanese yen, 1 Korean won, or 1 Indian rupee?

Comparatives:

10. Which is bigger: Toyota Motors or Nissan Motors?
11. Which is colder: Montreal or Vancouver?

Dates and numbers:

12. When is the Emperor's birthday'?

The game can be used as a warm-up or a follow-up activity. It can also be played in teams, with the participants being allowed to discuss the questions before they answer. When teams are used, a time limit (30-40 seconds) is useful.

Answers

1. pheasant 2. Kagoshima 3. (How many), nine 4. (Who) Shakespeare 5. Alexander Fleming 6. Seibu Lions 7. Dai-ichi Kangyo 8. the Bible 9. 1 Won 10. Toyota Motors 11, Montreal 12. April 29.

Joanne Sauber teaches at New Day School, Sendai. She holds an M.A. in TESL from the University of Michigan. Prior to coming to Japan, she taught ESL in the U.S. and EFL in Mexico. Her primary professional interests include video and gaming.

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Joseph J Deliso

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1981		



PERGAMON PRESS

Headington Hill Hall,
Oxford OX3 0BW, England

Distributor:

JAPAN PUBLICATIONS TRADING CO., LTD.

1-2-1, Sarugaku-cho, Chiyoda-ku, Tokyo 101, Japan

Phone: (03) 292-3755

JALT News

JALT RECOGNIZED AS IATEFL BRANCH

JALT proudly announces that it has been officially recognized by the International Association of Teachers of English as a Foreign Language (IATEFL) as its Japan branch.

IATEFL was founded in 1967 by W. R. (Bill) Lee and has since grown into a large international organization with branches in a number of countries and members all over the world. Annual conferences are held in the spring, most often in England. Past conferences have also been held in Hungary, Poland, Greece, France and The Netherlands. The current Chairman of IATEFL is Dr. Peter Strevens.

Through its membership in IATEFL, JALT hopes to strengthen its ties with Britain and Europe so that it can better serve its membership and contribute to the worldwide profession.

One prerequisite for JALT's continued participation in IATEFL is that a significant

number of our member are also IATEFL members. To this end the Executive Committee would like to encourage the JALT membership to join IATEFL. Individual memberships, which include a subscription to the IATEFL Newsletter (quarterly, A-4 format, 24-36 pages per issue) costs ¥3,100 including air mail postage. Institutional memberships (¥7,500) receive three copies of the Newsletter plus the right to register up to four staff members for the annual conference. Membership is for the British academic year, September through August.

A significant privilege of IATEFL membership is the right to subscribe to the following publications at substantially reduced rates:

English Language Teaching Journal	¥4,100/year
World Englishes	¥3,200/year
Modern English Teacher	¥2,800/year
EFL Gazette	¥2,600/year

Subscriptions to the above journals normally start with the September issue. Depending on the time when your subscription is received, you will either receive back issues or your subscription will be held until the beginning of the new subscription year. If you have a preference, please so state.

Application may be made with the postal *furikae* form found in this issue.

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PROPOSED CHANGE IN THE JAPANESE NAME OF JALT

The JALT Executive Committee at its November 9-10 meeting in Tokyo has determined that it would be desirable for JALT to change its Japanese name from Zenkoku Gogaku Kyoshi Kyokai to Zenkoku Gogaku Kyoiku Gakkai (全国語学教育学会). The use of Kyoiku Gakkai implies that we are an academically-oriented organization dedicated to the improvement of language teaching and learning, rather than a social or union-oriented organization, which Kyoshi Kyokai seems to imply.

Such a perception has clearly hindered our growth. There are a number of documented cases of university teachers hesitating to join solely on the basis of the name, or universities refusing to release travel funds for attendance at a meeting of a "Kyokai." It has also hindered our recognition as a legitimate gakujutsu dantai (academic organization) by the Japanese government.

While the JALT Constitution specifies that a name change must be approved at an annual meeting, the Executive Committee feels that, in the interest of time, a referendum using the revised election ballot in this issue, followed by a ratification of the decision at the Annual Business Meeting, would be in keeping with the spirit of the Constitution. It would, in fact, give more members voice than they would have if required to attend the annual business meeting at the International Conference in order to vote.

We urge all members to vote on this important issue. Provided that two-thirds (2/3) of the members voting approve the change, it will become effective on January 1, 1986.

IT'S DUES RENEWAL TIME

The dues for most of our members expire in December of each year. Reminders were sent out all affected members in mid-November. If you are not sure of your expiry date, please check the upper right hand corner of your mailing label. Dues may be remitted using the postal *furikac* form in this LT issue or at the December meeting of your local chapter.

Please note that the January issue of the LT, containing a complete membership roster, will NOT be sent to those who fail to renew. We will make every effort to send back issues to those who renew late, but please be aware that our stock of January issues has run out for two years consecutively. so renew early!

SCHOLARSHIPS AVAILABLE - MASTERS IN BILINGUAL/ESL STUDIES

The University of Massachusetts at Boston Graduate Program in Bilingual/ESL Studies is pleased to announce the Interactive Video Language Laboratory (IVLL) Laser videodisc players controlled by the IBM PC and Apple II family are being employed in the development of innovative language instruction materials. In addition, graduate courses in Instructional Design for this state-of-the-art medium are offered through the Program. Full scholarships are available for eligible master's degree candidates wishing to specialize in the design of computer assisted language instruction. For more information, contact: Dr. Donald P. Macedo, Bilingual/ESL Studies, University of Massachusetts/Boston, Harbor Campus, Boston, MA 02125-3393. Phone (6 17) 929-8349 or 8310.

JALT OUTGROWS THE ALPHABET

The recognition of two more chapters, Chiba and Yamagata, is a new milestone for JALT in that our dear alphabet, which had served us so well, is no longer large enough to accommodate us - at least not for chapter codes used for our computer and administrative processing.

In the beginning, life was simple. Tokyo was "T," Nagoya was "N" and Osaka, "O." But as new chapters sprang into existence suitable codes got harder and harder to find. The Tohoku chapter, for instance, had to settle for "Q" since T, O, H, K, and U had already been claimed. We remembered it with the mnemonic "Toho-Q." Yamagata tentatively received "W" since this was somewhat "yamagata," i.e., mountain-shaped.

But now with 19 chapters and other letters assigned for special purposes such as commercial or overseas members, we have decided to go to two-letter codes. Each code is composed of the first letter of the romanization of the first two kanji of the chapter name. A list follows:

SP - Sapporo	OS - Osaka
SD - Sendai	KB - Kobe
YG - Yamagata	OY - Okayama
CB - Chiba	HS - Hiroshima
TK - Tokyo	TS - Tokushima
YH - Yokohama	TM - Takayama
HM - Hamamatsu	MY - Matsuyama
SO Shizuoka	FO - Fukuoka
NG - Nagoya	NS - Nagasaki
KT - Kyoto	ON - Okinawa

JALT Undercover

CLEAR SPEECH: PRONUNCIATION AND LISTENING COMPREHENSION IN AMERICAN ENGLISH, Judy Gilbert. Cambridge University Press, 1984. Student's book: 98 pp. Teacher's manual: 67 pp. Student's book: ¥1,350. Teacher's manual: ¥1,600. Two cassettes: ¥7,400.

Unlike most books on pronunciation, *Clear Speech* emphasizes stress and intonation, and downplays the role of individual sounds, or phonemes, "This textbook is based on the principle that intonation is the framework within which speech flows most clearly from the speaker to the listener."

In addition to shifting the focus of the book from phonemes to "suprasegmentals," the author also gives us a new formulation of the functions of intonation. In most pronunciation textbooks, the primary functions of intonation are thought to be (1) distinguishing sentence types, such as questions versus statements, Gilbert, based on Danes (1960), believes that the primary functions of intonation are (1) dividing speech into thought groups and (2) highlighting the focus of meaning.

The book starts with a unit on syllables. According to the author, "syllable-sensitivity" helps the student notice articles, auxiliary verbs and grammatical endings, all of which are usually reduced in speech. Syllable-sensitivity also helps the student notice where- the stress is.

This first unit sets the stage for the following seven units on stress and rhythm, a unit on reductions, eight units on intonation, six units on the clarity of individual sounds and nine units on listening. The last four units are devoted to student presentations and some additional work on problem vowels and consonants.

I have used parts of *Clear Speech* successfully with both a very low group of "false beginners" and with a very advanced class. I found the activities to be challenging, involving and useful for the students. In the first unit, for example, the students tap their hands on their desks to count the number of syllables in various

English and Japanese words. My students were often surprised by the number of syllables in English words such as *chocolate*, *cocoa*, *match*, *cheese*, and *orange*.

Each unit ends with a section in which the student records his voice and evaluates his own pronunciation.

The teacher's manual is well designed, informative for the teacher, and contains useful and interesting suggestions for expanding the work in the text. One example of these is the use of kazoo's to work on the change in pitch associated with stress.

Although the book is billed as applicable to intermediate and advanced students, in my opinion the greater part of it could also be used profitably by upper beginners. The only lessons in which the material might be too difficult at this level are some of the listening selections near the end of the book.

Gilbert has clearly thought long and hard about WHAT students really need to know about English pronunciation and HOW to get this information across to them. I recommend this book highly.

**Reviewed by Peter Ross,
Nichibei Kaiwa Gakuin**

Reference

Danes, Frantisek (1960) "Sentence intonation from a functional point of view" *Word* 16: 34-54.

OPEN SESAME, STAGE A: BIG BIRD'S YELLOW BOOK. Jane S. Zion. Oxford University Press, 1984. 60 pp.

After six months of struggling to teach (and find materials for) a group of rambunctious fourth-graders, I finally discovered Oxford's *Open Sesame* series. This review will be limited to *Big Bird's Yellow Book*, which is the first book in a series of six, since it is the only one that I have used in a classroom setting. I would like to note that it is difficult to write a review on such a good book without sounding too biased, but it's good - very good!

BBYB is intended for the complete beginner, and can provide up to 120 hours of language instruction. (This seems to be a realistic guess since my students are now on chapter seven.) The student's book is accompanied by a teacher's edition, an activity book, a cassette tape and picture cards. The author has designed this book to encourage the development of communicative

and cognitive skills (in that order), through the use of aural/oral practice (with an emphasis on aural), and Total Physical Response.

The students' book, cleverly incorporating the world-famous Sesame Street characters, is immediately appealing to the student. It's clear, colorful, and above all it's familiar! The teacher's edition is very easy to follow and contains lots of helpful hints. It also includes the transcript, a vocabulary and pattern chart, and suggestions for using the activity book and picture cards. The cassette, which can be used as a model or as a supplement to the native speaker, contains chants, songs, conversations, stories and tests. I have found the jazz chants to be a particularly helpful way to work on oral production. It's fun, and it's an effective way of teaching rhythm, stress and reduction. Both the activity book and the picture cards provide a good way to expand each lesson by providing additional visual information and exercises. Actually another helpful resource, which I have not mentioned, is Oxford's *Sesame Street Dictionary*. It can provide students with a lot of (varied) visual information, much more than the picture cards can. (My only complaint about this dictionary is that *kana* are included below each entry.)

Each unit begins with an illustration accompanied by a chant or song. The melodies are simple and usually familiar (which helps!). If the students are asked to sing along with the chants or songs, it can provide a welcome change from repetitive drill work. (As mentioned earlier, it is also a good way to encourage clear oral production, and in an enjoyable way!) During conversations between the Muppets, the students can be asked to listen, and respond only by pointing to the pictures. (Although this may not fully test the students' comprehension, it seems to be a good way of getting them to try to understand what they are listening to.) After they have been introduced to the vocabulary and structures of the lesson, and have had the chance to practice in unison, they can try to "personalize" the conversation by interviewing each other (which is a nice way of combining aural/oral practice), or through the use of role-play (which is an ideal way of combining aural/oral with actions!). The last part of each unit includes an aural comprehension test, where the students are asked to respond (by only pointing) to True and False statements about the unit. (This, again, is a nice way to test aural comprehension without an oral or written response.) Each unit also contains an "extension" section which contains games and projects devised to reinforce and expand upon the lesson. Many units include additional songs, too.

The strengths of this book are the use of jazz chants, songs and games. Children can learn so much through playing (and seem to learn better while they're having fun). Given the fact that children have limited attention spans, *BBYB* provides a nice menu of aural/visual activities to keep the students interested. The only weaknesses of the (teacher's) book is that in its simplicity, it assumes that teachers already know how to work with students in groups and in pairs. It does include a brief section on how to teach chants and songs, but otherwise assumes that the teacher is familiar with these.

This book would be a welcome addition to anyone involved in teaching young children. It seems particularly appropriate for elementary school students, grades four through six, who will soon be entering an English program in junior high school. This book, incidentally, is followed by a series of five readers, which also would help students prepare for junior high. I recommend this book with pleasure, knowing that it will give pleasure to those who work with it.

Reviewed by Paul A. Cunningham,
Nanzan Junior College

A NEW CURRENT ENGLISH COMPOSITION. Wakako Yokoo and Takayoshi Nakayama. Tokyo: Yumi Press, 1985. 103 pp.

In case you're unimpressed by the "New"/"Current" redundancy in the title, the publisher has adorned the dust jacket with a space station and shuttle orbiting the earth. Unfortunately, Yokoo and Nakayama's methodology is neither "new" nor "current." It consists of "Paragraph Reading," "Fill in the Blanks" (write the missing word), "Sentence Building" (difficult expressions explained in Japanese) and "Dictation." This is an old-fashioned way of teaching English "composition" in Japan a variation on the "grammar/translation" method. Nothing on paragraph development, overall organization or argumentation. The student has no chance to compose - to learn style and rhetoric through personal expression.

For the most part, the readings deal with contemporary politics and culture: the only justification for calling this book "current." The terrible thing is that the readings present Political propaganda as objective education material. They essentially conform to the Nakasone-Liberal Democratic Party line. Where Japan is concerned, they give the familiar public

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relations picture, which includes the usual half-truths about Japanese "social homogeneity," "labor-management harmony" and "life-time employment."

Though the book avoids controversial issues like the military buildup or official Yasukuni Shrine visits, Nakasone nationalism – the old *Yamato-damashii* – is present and unchallenged. (See pages 13-14 and pages 57-58, for example.)

This wouldn't be so reprehensible were opposing points of view included or if the student was permitted to argue with the expressed opinions in the context of the book. As this isn't the case, this book is bad for moral as well as pedagogical reasons.

Reviewed by Alex Sbishin,
Aichi Institute of Technology

***THIS IS AMERICA: READINGS WITH EXERCISES.* Kiyoshi Hasegawa and Timothy J. Wright. Seibido, 1985. 120 pp. ¥1,100. (2 cassettes -- ¥4,000)**

Anyone attracted to this book by its title is guaranteed to be disappointed. The person looking for discussions of significant aspects of American culture will find little of interest. The person simply looking for reading material will find language that was intended for the ear, not the eye. And the person looking for exercises to complement and enhance the reading task will find some of the driest, most unimaginative exercises ever printed.

The book consists of 24 lessons, each of which includes a 'reading' section roughly 350 words in length and a set of exercises. The only material for which Hasegawa and Wright can claim authorship are the dismal exercises; the 'readings' are transcriptions of segments from the Voice of America radio program "This is America," whence the book's title. The book is divided into three parts: *This is America*, *People in America*, and *American Short Story*. Part one consists of 12 lessons, five dealing with American universities, three with foreign students (in America), and four with foreign-language study (in America). The seven lessons in part two discuss the life of Thomas Edison. Part three presents Irving's *The Legend of Sleepy Hollow* (in simplified form) spread over five lessons.

As a reader, *This is America* has little to offer. It might be of some value, however, in courses designed specifically to help students

make the transition from reading/translation to listening comprehension. This depends on the quality of the tapes that accompany the text (for a price, of course), which, unfortunately, were not available to me.

Reviewed by Bruce W. Hawkins,
Matsuyama University

***ENGLISH WORD STRESS: A THEORY OF WORDSTRESS PATTERNS IN ENGLISH.* Ivan Poldauf. Oxford: Pergamon, 1984. 169 pp.**

English Word Stress is an advanced monograph presenting rather thorough descriptive theory of pronunciation stress patterns. Regional and national variations are considered, as is the pronunciation of composite words, word compounds, and proper names. The index lists about 1,600 words (or sound elements) that are mentioned in the text. The publisher suggests that the book will be of special interest to linguists, advanced students, and EFL specialists.

Written in a highly technical style, the book does not lend itself to daily use as a handy guide to stress patterns for either student or teacher. The introductory section, entitled "The State of the Art: Approaches to the Problem," is very brief and suffers in that an adequate overview of the scope and general points of the contents is not provided. Further, while the cover blurb promises an extensive bibliography, only 73 works are listed.

This book is best suited for use by graduate students and specialists in phonology. It will provide little help to most ESL students or teachers.

Reviewed by Lowell Brubaker,
Nagasaki Wesleyan Junior College

***LISTENING AND LANGUAGE LEARNING IN ESL.* Joan Morley. Harcourt Brace Jovanovich, 1984. 163 pp.**

This volume is intended for teachers to develop their own listening materials, and on first sight it seems very well arranged. However, when trying to use it there are a number of problems. For example, the table of contents is not complete; there are the main sections, but the subsections, where the teacher will be looking for examples, are not given. They layout also makes use difficult.

The first 25 pages sum up professional attitudes to listening in language learning and give general guidelines for developing material. These pages seem stuffy and perhaps not as accessible as could be expected when addressing practicing teachers.

On p. 21 it is claimed that 'It is no exaggeration to say that listening has been coming into its own for several years now and has finally arrived.' This may be suitable for the introduction to the whole book, but for the start to a chapter *after* the theoretical overview it seems misplaced.

I have serious reservations about the utility of the examples used for the listening exercises. The format and guiding idea are helpful, but the scripts are awkward. No teacher, nor anyone else, would speak like the examples suggest. The scripts seem constructed to pack information that is intended for comprehension check-ups and other testing

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 December 31.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

- *Abdulaziz **et al.** **The Computer Book: Programming and Language Skills for Students of ESL.** Prentice-Hall, 1985.
- *Aebersold. **Critical Thinking, Critical Choices, Book I. Reading and Writing Book 2: Listening and Speaking.** Prentice-Hall, 1985.
- *Azar. **Fundamentals of English Grammar.** Prentice-Hall 1985
- *Blass & Durighello. **From Concept to Composition: Reading and Writing for ESL Students.** Prentice-Hall, 1985.
- *Brockman & Kagen. **Coping in English: Beyond the Basics.** Prentice-Hall 1985.
- *Carrier. **Business Reading Skills.** Nelson, 1985.
- *Carroll & Hall. **Make Your Own Language Tests: A practical guide to writing language performance tests.** Pergamon, 1985.
- *Carver & Fotinos. **A Conversation Book: English in Everyday Life, Book I, 2nd Ed.** Prentice-Hall, 1985.
- *Cotton & McGrath. **Terms of Trade: Spoken English for international business** (Four cassettes, text-book). Arnold, 1985.
- *Dart. **ESL Grammar Exercise Books 1 & 2.** Prentice-Hall, 1985.

The final section is for discriminative-oriented listening practice. The exercises are like those in texts that were produced 10 or 15 years ago and which many students still suffer through in LL classes. There are more intelligent ways to deal with these problems, as Uruno has shown.

The book also contains a very useful and apparently comprehensive bibliography.

Overall, it would be difficult to recommend the book to a knowledgeable listening-oriented instructor. For the still doubting, who are firmly established in grammar and translation, however, it could provide a source of material to get started on incorporating listening in their language teaching.

Reviewed by Torkil Christensen,
Hokusei Junior College

Reference

- Uruno, Munetsugu **et al.** **Basics in Listening.** Lingual House.
-
- *Dawson. **Teaching English as a Foreign Language.. A practical guide.** Harrap, 1984.
 - *Ellis & Ellis. **Counterpoint** (Beginners). Nelson, 1985.
 - *Fletcher & Hargreaves. **Good for Business.. An intensive course in business English.** Harrap, 1983.
 - ***Newnes Complete Word Game Dictionary.** Newnes, 1985.
 - *Shovel. **Making Sense of Phrasal Verbs.** Cassell, 1985.
 - *White & Khidhayir. **In Business** (Teacher's book). Harrap, 1983.
-
- Abraham & Mackey. **Get Ready: Interactive listening and speaking.** Prentice-Hall? 1986.
- Battaglia & Christie. **Start with Hello: Basic conversations for listening and speaking practice** ("Materials for Language Practice" series). Pergamon., 1985.
- Bell, **et al.** **Variety: A workbook for intermediate readers.** Cambridge, 1985.
- Kerns, ed. **Reader's Journal I: I,** Summer 1985.
- Knight, ed. **Keep in Touch: A students' anthology of modern literature in English** ("Materials for Language Practice" series). Pergamon, 1985.
- Pote **et al.** **A Case for Business English** ("Materials for Language Practice" series; student's book, teacher's book). Pergamon, 1985.
- Radice. **Language for Banking: Study skills and language practice at advanced level.** Collins, 1985.
- Wright. **Collins Picture Dictionary for Young Learners.** Collins, 1985.
-
- †Adams & Llanas. **Go On Reading** ("Reading Resources in International English" series, #2). Pergamon, 1985.
- †Byrd. **Write On: A student's guide to handwriting** ("English for academic purposes" series). Heinle & Heinle, 1985.
- †Davies. **Telecommunication: Developing reading skills in English** ("Materials for Language Practice" series). Pergamon, 1985.
- †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.
- †Lindop & Fisher. **Discover Britain: A practical guide to the language, country and people,** Cambridge, 1985.

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- †Tucker & Costello. **The Random House Writing Course for ESL Students.** Random House, 1985.
- †Werner et al. **The Random House ESL Library.** Random House, 1985. (16 books in four integrated series, as follows):
- Interactions I (High-beginning to low-intermediate):
 Kirn & Jack. **A Communicative Grammar.**
 Kirn & 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.**
 Seegal & 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 Grammar.**
 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.**
 Ferrer & Whalley. **A Listening/Speaking Skills Book.**

NOTICE: The scheduled reviewer of Jolly, **Writing Tasks** and Scarbrough, **Reasons for Listening** has withdrawn. If any JALT member who has used either of the texts would like to assume responsibility for reviewing it, please contact the book review co-editors.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

(No new entries in this category)

- Brumfit. **Language and Literature Teaching: From practice to principle** ("Language Teaching Methodology" series). Pergamon, 1985.
- Swales. **Episodes in ESP: A source and reference book on the development of English for Science and Technology** ("Language Teaching Methodology" series). Pergamon, 1985.
- Wordell, ed. **A Guide to Teaching English in Japan.** The Japan Times, 1985.
- †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.

The Language Teacher also welcomes well-written reviews of other appropriate materials not listed above, but please contact the book review co-editors in advance for guidelines. It is **The Language Teacher's** policy to request that reviews of classroom teaching materials be based on in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan & Masayo Yamamoto, Aoyama 8-1 22, Nara 630.

IN THE PIPELINE

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

- Andrews. **English for Commerce.**
 Asano & Dowd. **Cultural Linkages between Japan, UK and USA.**
 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.**
 Draper. **Great American Stories, I.**
 Ellin-Elmakis. **Catching on to American Idioms.**
 Ely. **Bring the Lab Back to Life.**
 Folse. **Intermediate Reading Practices.**
 Gaston. **Cultural Awareness Teaching Techniques.**
 Gilbert. **Clear Speech.**
 Gregg. **Communication and Culture.**
 Haines. **English in Print.**
 Jones. **Use of English.**
 Kay. **Biological Sciences.**
 Klippel. **Keep Talking.**
 Knowles & Sasaki. **Story Squares.**
 Krone. **Background to New York.**
 Lee et al, eds. **New Directions in Language Testing**
 Lofting. **The Story of Doctor Dolittle.**
 McKay. **Teaching Grammar.**
 Menasche. **Writing a Research Paper.**
 Mortimer. **Elements of Pronunciation.**
 Murphy. **Windows.**
 Noto. **Physics.**
 Palmer et al. **Personal Relations.**
 Pereira & O'Reilly, eds. **Four Seasons.**
 Porter et al. **Communicating Effectively in English.**
 Practor & Robinett. **Manual of American English Pronunciation, 4th ed.**
 Public Service Commission of Canada. **Gambits.**
 Quirk & Widdowson. **English in the World.**
 Reid & Lindstrom. **The Process of Paragraph Writing.**
 Richards & Bycina. **Person to Person.**
 Richards & Long. **Breakthrough, new ed.**
 Rivers. **Communicating Naturally in a Second Language.**
 Rinvolucri. **Grammar Games.**
 Roberts. **Steps to Fluency.**
 Root & Matsui. **Campus Life, USA.**
 Rubin & Thompson. **How to be a More Effective Language Learner.**
 Samovar & Porter. **Intercultural Communication.**
 Sell et al. **Modern English: Cycle Two.**
 Stokes. **Elementary Listening.**
 Swan. **Act One in English.**
 Van Ek & Trim. **Across the Threshold.**
 Widdowson. **Learning Purpose and Language Use.**
 Williams et al., eds. **Common Ground.**
 Wyatt, ed. **Computer-Assisted Language Instruction.**
 Yorkey. **New Perspectives.**

BACK ISSUES
from the JALT Office

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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.

YOKOHAMA

DRAMA IN A JUNIOR HIGH SUMMER ENGLISH CAMP

By Jim Batten, Ibaraki Christian Junior High School

Many people think that drama is a great way to teach English, and Jim Batten is one of them. At the October 1985 meeting of the Yokohama Chapter, Mr. Batten reported on a recent intensive English camp for second-year junior high school students.

Three instructors from Ibaraki J.H.S. prepared a play, based on religious material, which remained within the boundaries of the New Crown English series and Obunsha's "Fundamental English Words." In addition to the controlled vocabulary, unfamiliar sentence structures were also minimized in order not to impede fairly quick memorization by students.

Participants in the camp were divided into six small groups, each containing six to eight members. During the three days, students studied grammar and conversation in addition to working on their lines and staging for the play.

The play itself was divided into three parts, and two groups were assigned to each part. A very useful effect of this doubling of the roles was that during rehearsals students were able to coach each other, as well as engage in some positive competition.

Asked what they liked most about the camp, students were reported to have said they liked the opportunity to talk with friends and teachers in English. As for what they liked least, they said it was that the camp was only three days long!

Reviewed by Robert E. Hart
Kanto Girls' High School, Tokyo

HIROSHIMA

WARM-UPS

By Gary Wood

At the October meeting of the Hiroshima Chapter, Gary Wood presented a host of activities to be used in the EFL classroom for purposes of relaxing students and convincing them that learning a foreign language can be enjoyable. Wood has named such activities "Warm-Ups," a term he borrowed from Yoko Nomura who included a list of original warm-ups in the back of her book, *Pinch and Ouch*. Faced with ninety-day (six hours a day) intensive English courses for businessmen, Wood experimented with Nomura's warm-ups as a way of breaking the monotony of standard text instruction. Encouraged by his students' enthusiastic response, Wood continued to use warm-ups, adding activities from a variety of sources. The result is an ever growing repertory of vocal exercises, quiz show fare, standard party games, jazz chants, TPR drills, and information gap exercises, all chosen primarily because they are fun.

Some of the shorter warm-ups, voice projection exercises and activities employing imagery could be used as actual warm-ups at the beginning of class, as a change of pace in the middle of the lesson, or as time fillers at the end. The longer warm-ups could take an entire class period. These included activities such as "Find Someone Who," and "Identification Squares," popular EFL activities in which the students ask as many classmates as they can a predetermined set of questions. Students compete to see who can interview the most people in a given amount of time. A vocabulary game, in which one team member describes a word and his teammate tries to guess the word, gets students talking and activates passive vocabulary. The Mine Field Game is a game in which a blind-folded person makes his way through an obstacle course by following verbal instructions from the others in the class. According to Mr. Wood such activities insure student interest, active participation, and guaranteed requests for more "Warm-Ups."

Reviewed by Kathleen Pappert
Notre Dame Seishin Junior College

日本語編集者よりのお知らせ

1986年2月号用 日本語の原稿に限り、締め切り日を繰り上げて、1985年12月15日とさせていただきます。15日を過ぎて到着した原稿については、3月号用になりますので御注意下さい。

Positions

Please send Positions notices to the Announcements Editor (address on page three), to be received by the first of the month preceding publication. Age, sex, religion, or other forms of non-job-related specifications are not encouraged

(KOBE) The Kobe YMCA English School has an opening for a full-time male native speaker for April. Master's degree or training in TEFL and experience teaching TEFL. For further information contact Yujiro Koizumi, Dean, Kobe YMCA, 7-15 Kano-cho 2-chome, Chuo-ku, Kobe 650; tel. (078) 241-7201.

(TOKYO) The Regular English Program at Athenee Francais will be hiring full-time teachers to start in April, 1986. Applicants must be native speakers with a Master's degree in ESL or RSA diploma and 2-5 years' full-time experience teaching English as a foreign language. To maintain a balance between male and female staff members, we are at present giving preference to female applicants. Those with a background in curriculum development will also be given preference. A full-time position includes 18-20 hours of classroom teaching a week and 6 hours a week of work in curriculum development. Starting salary: ¥470,000/month. If interested, please send a resume as soon as possible to: Mary Ann Decker, Athenee Francais, 2-11 Kanda Surugadai, Chiyoda-ku, Tokyo 101.

(MICHIGAN, U.S.A.) Eastern Michigan University is accepting applications for a tenure-track Assistant Professor to teach graduate and undergraduate courses in Japanese Language, Literature, Culture and Business Japanese. Additional responsibilities include planning graduate programs for the Japanese component in Language and International Trade. Required: a Doctorate in Japanese studies or relevant field, fluency in Japanese/English, experience in language teaching, and demonstrated ability in program development. Salary commensurate with experience and credentials. To be considered, please send vita, no later than December 15, 1985, to Dr. Patrick Buckheister, Chairperson, Japanese Search Committee, 219 Alexander, Eastern Michigan University, Ypsilanti, MI 48197, U.S.A.; tel. (313)487-8150.

(KYOTO) Heian Women's College will have three openings beginning in April 1986 for experienced part-time instructors. Eight to 12 hours per month, paid 12 times per year plus perks. Heian is a five-minute walk from the

Karasuma-Marutamachi subway stop. Please apply with resume to Allan Stoops, Eibunka, Heian Jogakuin Tandai, Karasuma Nishi-iru, Kamigyō-ku, Kyoto 602. Interviews in mid-February.

(HIROSHIMA-Ken) The Kure Y.W.C.A. wants female English teacher from April 1, 1986. Applicants should have a college degree and teaching experience. This is a full time position with approximately 20 teaching hours a week. Those interested should submit a personal history and two letters of recommendation. For more information call Yoshiko Kawagoe at (0823) 21-2414. Kure Y.W.C.A., 3-1, Saiwai-cho, Kure, Hiroshima 737.

(TOYOHASHI) National technical college seeks a Japanese under 30 to teach English as a subject of the liberal arts. The post is offered as tenure starting on April 1, 1986. The successful applicant will be appointed as full-time assistant **(Joshu)**. Experience of overseas studies is desirable. Applicants will be expected to hold a degree of M.A. or M.Ed. or similar professional qualification. Those interested should send by registered mail: 1) a CV with a recent photo, 2) a list of publications with summaries, 3) a diploma or its copy, 4) a medical certificate (issued by a public hospital), and 5) a recommendation letter to Professor Hiroshi Tomita, Dean of the Dept. of Humanities and Social Engineering, Toyohashi University of Technology, 1-1 Hibarigaoka, Tempaku-cho, Toyohashi-shi, Aichi-ken 440 by December 28. Tel. (0532) 47-0111.

(AOMORI) Teaching position beginning in April, 1986. Applicants must be native speakers of English with an M.A. in ESL. Previous teaching experience is desirable. For further information, contact Miss Miyoko Takeda, Chairman, English Department, Akenohoshi Junior College, Namiuchi 2-chome 6-32, Aomori-shi 030.

(NIIGATA-Ken) The International University of Japan's Graduate School of International Relations anticipates openings for instructors for intensive English language training programs to take place March 17 - April 9 and August 11 - September 3, 1986. Applicants should be native speakers of English with M.A. in TEFL or a related field. Experience in advanced-level English for academic purposes desirable. ¥250,000 salary, room, board, and travel expenses for each 3-week program. Future permanent positions will be filled from among instructors in these programs. Please send CV to Mark Sawyer, Director, English Program, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-72. Tel. (0257) 79-4411.

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.

TEMPLE UNIVERSITY JAPAN M. Ed. PROGRAM IN TESOL Courses, Spring 1986

Tokyo

- Sec. Eng. Ed. 653 TESOL Methods, Part II (3 credit hours). Dr. C.W. Gay; Tuesdays. Jan. 7-Apr. 22
- Sec. Eng. Ed. 645/Fl. Ed. 437 Intercultural Communication (3 credit hours), Dr. Gay; Weds., Jan. 8-Apr.23
- Sec. Eng. Ed. 642 Teaching the American Sound System (3 credit hours). Dr. K.G. Schaefer, Thurs., Jan. 9-Apr. 17

Osaka

- Sec. Eng. Ed. 653 TESOL Methods, Part II (3 credit hours), Dr. Gay; Thurs., Jan.9-Apr. 17
 - Eng. 502/Sec. Eng. Ed. 651 History of the English Language (3 credit hours), Dr. Schaefer; Fris., Jan. 10-Apr. 25
 - Sec. Eng. Ed. 642 Teaching the American Sound System (3 credit hours), Dr. Schaefer; Sats., Jan. 11-Apr. 26
- For information contact Michael DeGrande, Temple University Japan, Miyake Bldg., 1-15-9 Shibuya, Shibuya-ku, Tokyo 150; tel. (03) 486-4141.

ANTHROPOLOGY FOR LANGUAGE TEACHERS Kyoto YMCA, Feb. 15-16, 1986

Dr. Sonia Eagle, Tokai University, will present "An Introduction to Anthropology for Language Teachers." Approximate times 10 a.m. - 5 p.m. each day. Fees: Members, ¥5,000; non-members, ¥7,000. Registration limited to 20. Apply early to Jane Wieman, 11-7 Miyanomae-cho, Arashiyama, Nishikyoku, Kyoto 616; tel. (075) 881-2278. See next month's **Language Teacher** for detailed information on this joint Osaka-Kyoto weekend workshop.

DIDASKO LEARNING CENTER

(1) Japanese Language Courses

The DIDASKO Curriculum (an integration of TPR, the Silent Way, Self-Access Pair Learning, and CLL) is used in this series of one-day classes to help students learn Japanese, while teachers are helped to learn more about the application of the above approaches to the teaching and learning of any language.

- Japanese IV: December 8th
- Japanese V: December 15th

Discount for early registration for both students and observers.

(2) Introduction to Self-Access Pair Learning - Theory and Practice

A series of five one-day workshops leading to a certificate, the program is devoted to a detailed examination of the theoretical principles supporting self-access pair learning, and at the same time provides a thorough training in the numerous methods contained in the self-access course **Threshold**, as well as work in testing and phonetic correction.

- Seminar I: January 26th
- Seminar II: February 2nd
- Seminar III: February 16th

Information: DIDASKO, 6-7-3 1-6 11 Itachibori, Nishi-ku, Osaka 550; tel. (06) 443-3810.

CALL FOR PAPERS "LISTENING COMPREHENSION" Kobe, March 22-23, 1986

Kobe chapter is inviting participation in the second chapter-sponsored area conference on "Listening Comprehension" to be held March 22-23, 1986, 10 a.m.-5 p.m., at St. Michael's International School, Kobe. Presentations should be concerned primarily with listening comprehension although other aspects of language teaching and learning may be included. Please specify if the presentation is in Japanese (for presentations in Japanese see the Japanese announcement) or in English. Please send: an abstract of up to about 50 words clearly stating the content of your presentation; the length of time; equipment requirements, and biodata in up to 25 words to Jan Visscher, 6-5-13 Mori Kitamachi, Higashinada-ku, Kobe 658. Deadline: Jan. 15, 1986. Further information: Mr. Visscher (078) 453-6065.

**FIRST CALICO CONFERENCE ON
LANGUAGE AND TECHNOLOGY
Tokyo, December 2-4, 1985**

The Computer-Assisted Language Learning Instruction Consortium (CALICO), composed of academic, business and government leaders throughout the United States and Europe, is holding its first conference ever on Dec. 2-4 at the Tokyo Hilton International Hotel. Sponsors JALT, JACET, Japan Association of Educational Technology, CAI Society of Japan, S.M.I.L.E., the LL Association of Japan, the American Electronics Association, the British Council, BBC English by Radio and Television, and UCLES.

Open to all, this conference is of interest to language teachers, curriculum and material developers and supervisors, computer programmers and researchers. English will be the primary medium of communication. Presenters from Europe, Canada and the United States, as well as Japan, will offer workshops, presentations, hands-on experience with authoring systems, demonstrations and panel discussions throughout the three days. Concurrent exhibits, ranging over a wide variety of computer hardware, software and courseware or instructional materials, will include machine translation systems and interactive CAL.

Keynote and primary speakers include Dustin Heustin, Chairman of WYCAT (the first fully "computerized" kindergarten through 12th grade school developed in the U.S.), Frank Otto of CALICO, Kunihiro Masahiro, Yukio Takefuta, professor of Linguistics, Chiba University, and many others.

For more information contact Ms. Amano, CALICO Conference Office, tel. (03) 348-1227, or Jim White, (0723) 66-1 250 (evenings only).

Meetings

Please send all announcements for this column to Jack Yohay, 1-111 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.

OSAKA

Topic: A Picture is Worth 1,000 Words
Speaker: Catherine Tansey
Date: Sunday, December 15th
Time: 1 - 4:30 p.m.
Place: Umeda Gakuen
Fee: Members, free; non-members, ¥1,000
Info: L. Viswat (06) 543-1164

OSAKA SIG

Colleges and Universities
Date, place: as above
Time: 11:30 a.m. - 12:30 p.m.
Info: E. Lastiri (0722) 92-7320
Teaching English to Children
No meeting this month.
Info: N. Katsurahara (07363) 2-4573

OKAYAMA

Topic: Inclusive Language and Literature:
Some Questions
Speaker: Maureen Griffin
Date: Saturday, December 7th
Time: 2:40 - 4:30 p.m.
Place: Chugoku Junior College, 1st Conference Room (0862) 93-0541
Fee: Members, free; non-members, ¥500
Info: Akiyo Joto (0862) 93-0541 ext. 413

(cont'd on next page)

NATIONAL ELECTION BALLOT ERROR

Due to an error in the printing of the postcard ballot for JALT-National Officer elections which was included with the November issue, the Executive Committee has determined that it should be considered null and void.

A new postcard ballot is included with this issue. This ballot is the one that will be counted.

If you submitted the postcard ballot from the November issue, please resubmit this new postcard ballot, in order for your vote to count.

The deadline for receipt of the completed ballots by the Recording Secretary is December 15, 1985.

We regret the inconvenience this causes the membership.

SHIZUOKA

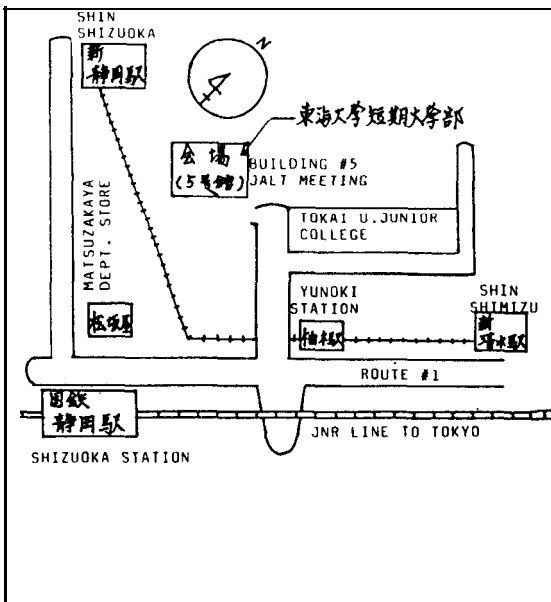
FIRST MEETING!

- Topics: 1) The JALT Story
2) From Sound to Meaning: Teaching Pronunciation in a Variety of Settings
- Speaker: David A. Hough, International Communication Research Associates
- Date: Sunday, December 8th
Time: 12:45 - 5 p.m.
Place: Building #5, Tokai University Junior College (near Yunoki Station; see map)
- Fee: Members, ¥500; non-members, ¥1,000
Info: John Laing, (0542) 46-6861 (eves.); (0542) 616321 (days)
John Maher, (0559) 66-7090 (eves.); (0542) 616321 (days)
(John Maher speaks Japanese)

OUTLINE

- 1:00 The JALT Story: A brief history of JALT and a description of the many services JALT provides.
- 2:00 From Sound to Meaning: A real "live" teaching demonstration. A group of college students will be taught using games and activities appropriate for use in both small and large classes. Activities will be based on principles derived from examining sound in the context of both first and second language acquisition.

Dress is informal. Please bring along something (cake, cookies, etc.) for the "pot-luck" coffee break. Coffee will be provided.



OKINAWA

- Topic: English Education in My Country
Speaker: Foreign Students in Okinawa
Date: Sunday, December 8th
Time: 2 - 4 p.m.
Place: Language Center
Fee: Members, free; non-members, ¥500
Info: Fumiko Nishihira, (09889) 3-2809

TOKUSHIMA

- Topic: On Some Controversial Issues in the Study of Syntactic Variations
Speaker: Terunao Abe, University of Essex (イギリス) 大学院修了。専門は理論言語学。現在は徳島文理大講師。
- Date: Sunday, December 8th
Time: 1:30 - 4:30 p.m.
Place: Tokushima Bunri Daigaku, Bldg. 14, Rm. 22
Fee: Members, free; non-members, ¥1,000
Info: Eiko Okumura, (0886) 23-5625 (eves.)
Noriko Tojo, (0886) 85-7153 (days)

Although this presentation will be in Japanese, it can be translated into English on request.

TOKYO

- Topic: Sumitomo Metal Industries In-House International Business Communications Program
Date: Sunday, December 8th
Time: 2 - 5 p.m.
Place: Ote-Center Building, C9 Exit Chiyoda/Tozai subway Otemachi. Use back entrance and sign in at the back window.
Fee: Members, free; non-members, ¥500
Info: C. Dashtestani, (0467) 45-0301 (ii); (03) 282-6686 (w)

A brief description of SMI's General Language Program will be given together with an introduction to special courses, seminars and projects which are offered in the company, which include Technical Writing Seminars, Technical Presentation Seminars, Business Letter Writing and Effective Communication Skills. Under development are a testing project, needs analysis and a sales negotiation seminar.

Participants' interests can be discussed and exchange of information and experience is welcomed.

NAGOYA

Topics/speakers:

- a) Nagoya Encounters: A Functional Attempt at Communicative Conversation at a Women's Junior College by Jim Matchett
- b) Is There a Reader in Your Classroom? by Lesley Geekie
- c) Teaching English in Public Schools by Kim Hirose

Date: Sunday, December 15th

Time: 1:30 - 5 p.m.

Place: Aichi Kinro Kaikan, Tsurumai (meeting)

Fee: Members, free; non-members, ¥1,000 (meeting)

Info: Kazutaka Ogino, (05363) 2-1600
Lynne Roecklein, (0582) 94-0115

Jim Matchett of Kinjo Gakuin Junior College will begin our traditional multiple-billing December meeting with an experience-based look at talking and listening methods of teaching dialogues, along with square dance and other communication activities for large classes. Lesley Geekie will follow with a discussion of how readers can be used on many levels and for many purposes within a framework of pleasure reading rather than just as class readers. with clear uplifting effects on student interest. Her ex-

perience is with high school students. Kim Hirose, the foreign teacher currently attached to Nagoya's Kyoiku Center, will describe experiences with students and staff during her two-week visits to public schools, most at the junior-high level, and offer reflections on the English teaching system as she finds it.

The bonenkai will follow the meeting from about 5:30 p.m. RESERVATIONS were already due last month, but if you need to cancel or if you wish to plead, please contact Richard Baker at (052) 833-0440 just as quickly as possible.

HAMAMATSU

- Topics: 1) Annual elections
2) Summaries of national conference workshops
3) Christmas party

Speakers: Local members who attended JALT '85

Date: Sunday, December 15th

Time: 2-6 p.m.

Place: Elisa 3F., Mabuchi Bldg., 3 17-9 Sakana-machi, tel. (0534) 56-8 173

Fee: Free (meeting only), party: ¥3,000

Tickets & Info: Judy Hunt (0534) 72-0310

Deadline, Dec. 12th *(cont'd on next page)*

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Stage 3 Pupils' Book, Activity Book, Teacher's Book, Cassettes (2)

For further information please contact.

Roger Ahlberg, Japan English Services Inc
48-2 Minamidama
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HEINEMAN IN
ELT

徳島 12月例会

題 : 統語変異研究の争点 (On some controversial issues in the study of syntactic variations)
講師 : 阿部晃直 (Abe, Terunao)
日時 : 12月8日(日) 1:30-4:30 p.m.
場所 : 徳島文理大学 (徳島市山城町)
14号館22番教室
連絡先 : 奥村栄子 0886-23-5625 (夜)
東條訓子 0886-85-7153 (昼)
会費 : 会員一無料, 非会員一¥1,000

[Although the presentation will be in Japanese, it can be translated into English on request.]

HOKKAIDO (Sapporo)

Topic : Small Group Discussion on Topics related to Teaching Languages
Date: Sunday, December 8th
Time: 2:30 - 4 p.m.; 4 - 6 p.m.:Bonenkai
Place: Kyosai Salon, 7th floor of Kyosai Hall, North 4 West 1 (North of Zenniku Hotel)
Fee: Members, free; non-members, ¥500
Info: Dale Sato (011) 8526931
Torkil Christensen (011) 73 7-7409

Small group discussions will be on topics such as what language to use in the classroom, how much, when and how to correct errors, etc.

Please make your reservation for the party with one of the officers by December 1st (or as soon as possible after reading this).

MATSUYAMA

Topic: Linguistics and ESL
Speaker: William L. Ballard
Date: Sunday, December 15th
Time: 2 - 5 p.m.
Place: Nichibei Bunka Center
Fee: Members, free; non-members, ¥1,000
Info: Marin Burch, (0899) 31-8686
Kyoko Izumi, (0899) 77-3718

Prof. Ballard received a Ph.D. in linguistics from the University of California at Berkeley in 1969. He taught at Georgia State University from that time to 1985 and taught ESL the last four years of that time. He is now a professor of English language at Ehime University in Matsuyama. His presentation will deal with the subject of theoretical versus applied linguistics and ESL training programs.

KOBE

Topic: Using Japanese Writers of English as Models for Teaching Composition
Speaker: John Pereira
Date: Sunday, December 8th
Time: 1:30 - 3:30 p.m.; Bonenkai 4 - 6 p.m.
Place: St. Michael's Intl Schl., 3-17-2 Nakayamate-dori, Chuo-ku (n. of NHK on Tor Road), tel. (078) 221-8028
Fee: Members, free; non-members, ¥1,000
Info: Jan Visscher, tel.(078) 4536065 (Mon - Fri 8 - 10 p.m.); or, Kenji Inukai, tel.(078) 43 1-8580 (Mon - Fri 9 - 10 p.m.)

Mr. Pereira will introduce and explain his "visual approach to teaching composition." To illustrate this approach, Mr. Pereira will use **Four Seasons**, of which he is the co-editor.

Four Seasons, the first anthology of Japanese writers of English designed for use as a textbook in Japan, is made up of stories, essays, poems and **manga**, all edited by a team of foreign English teachers and professional editors. Separate workbooks for reading and writing classes are also available. As the writers are all Japanese, the cultural values, humor, pathos, writing styles and ways of life reflect the Japanese sensibility.

John B. Pereira teaches at Seika University and edits **Nippon Today**, subtitled "Where EAST meets WEST," a magazine that attempts to present both points of view by focusing on the arts, literature, cultures and lifestyles.

FUKUOKA

1986 BOOK FAIR

Date: Sunday, January 19th
Time: 10 a.m.-5 p.m.
Place: Tenjin Core Bldg. 5F., Tenjin. Fukuoka (City); tel. (092) 721-8436
Fee: Free

We are going to hold the sixth Kyushu English Language Book Fair with 13 leading British, American and Japanese EFL/ESL publishers. You can enjoy many practical presentations on the use of materials. Map and further details will appear in next month's **Language Teacher**.

Info : Etsuko Suzuki, JALT Fukuoka Office, c/o Bell American School 3-4-1 Arato, Chuo-ku, Fukuoka 810; tel. (092) 761-3811

YOKOHAMA

Christmas party: Eat, drink, be merry, and learn a new language game or two.
 Date: Sunday, December 15th
 Time: 4 - 7 p.m.
 Place: Keiko Abe's place
 Fee: For a lavish meal cooked by the master, Dave Hough - members, ¥2,500; non-members, ¥3,000. Dinner by reservation. Contact the people listed below for tickets. Deadline, December 12th
 Bring: Your favorite language games to play in small groups.
 Info: Ron Crain (045) 841-9677 (w); (045) 662-3721 (h); Sumiko Sugawara (045) 742-6860

NAGASAKI

Topic: Activities For Lowering The Anxiety Level
 Speaker: Ms. Yoko Morimoto
 Date: Sunday, December 8th
 Time: 1:30 - 4:30 p.m.:Workshop
 5:30 - ?: (optional) Bonenkai (O.K. Grill)
 Place: Nagasaki University Education Dept. #63
 Fee: Meeting: members, free; non-members, ¥1,000. Bonenkai: ¥3,000
 Info: Satoru Nagai (0958) 84-2543 (w) (0958) 44-1697 (h)

TAKAMATSU

Topic: Upbeat English
 Speaker: Michael Bedlow, Shikoku Gakuin, Zentsuji
 Date: Sunday, December 15th
 Time: 2 - 4:30 p.m.
 Place: Takamatsu Shimin Bunka Center
 Fee: Members, free; non-members, ¥500
 Info: Don Maybin, (0879) 76-0827
 Shizuka Maruura, (0878) 34-6801

Participants will be subjected to a range of techniques for use at any level to develop students' perception of 'natural input' (an aspect of listening) by demanding active production, followed by theoretical justification, discussion, and materials development. Bring disco shoes and a friend!

Mr. Bedlow is a graduate of the University of Dublin and University of London, Birkbeck College. He has taught English in England and Germany.

OSAKA

Topics: 1) "A Picture's Worth 1,000 Words"
 2) Eleotion
 3) Bonen-kai !!!
 Speaker: Catherine Tansey (M.A.T. degree in EFL/ESL at the School for International Training)
 Date: Sunday, December 15th
 Time: 1 - 4:30 p.m.
 Place: Umeda Gakuen (near Hankyu Umeda north exit) at 2-30 Chayamachi, Kitaku, Osaka
 Info: T. Cox (0798) 71-2272 (eves.); Linda Viswat (06) 543-1 164 (eves.)
 Fee: Members, free; non-members, ¥1,000

DECEMBER 1985 MEETING

1. Topic: A Picture's Worth 1,000 Words.
 Speaker: Catherine Tansey

Outside the classroom we are surrounded by pictures. Neon signs, billboards, magazines, calendars, and book covers carry messages without words. Pictures are flexible because they can provide either **clear** cultural contexts for their messages or they can promote different interpretations depending on the viewer's background.

Ms. Tansey will demonstrate ways in which pictures can be used in a language classroom to teach both linguistic and paralinguistic aspects of communication. Although most classes in Japan are fairly homogeneous, the same picture may provoke different interpretations, providing natural settings for discussions and language learning.

Catherine Tansey earned her M.A.T. degree in EFL/ESL at the School for International Training. She has taught EFL/ESL in Morocco, France, the United States and Japan. In addition to being a classroom teacher, she has spent eight years as an ESL program administrator in Boston. She is currently in charge of the publishing and marketing of the English language teaching material of Addison-Wesley in Japan.

2. Chapter Executive Committee Election
3. Bonen-kai !!!

We are looking forward to having old members as well as new members get together to evaluate the past year, make recommendations for the new year, and just have some fun.



The Happy and the Harried

Two teachers, one happy, one harried. Teacher B still hasn't figured out how to choose a text for his class. He'll go to all the bookshops and make long lists; then he'll search and search for a book that he thinks will appeal to his students. And then, when a breakdown nears, he'll grab whatever is handy, or whatever his local bookshop tells him is available

Teacher A is happy. He knows that his text, **Person to Person**, has been written specifically for Japan, has been tested with Japanese students, and has been proven as the most successful new text in Japan in years. He is secure knowing that **Person to Person** is cued exactly to the level of his students, with just that extra bit of challenge to help them improve. He knows that **Person to Person** works well in large classes. His students love doing the pair work and everybody enjoys the realistic tapes. All in all, Teacher A knows that with **Person to Person**, his problems are solved.

Which is it for you, the happy or the harried?
Person to Person, fast relief for the harried teacher.



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Address (School/Home): _____

昭和五十四年四月二十一日発行
 第六版
 六十年三月一日発行
 発行所 千代田
 市教育委員会
 二日
 十一ア