

# THE Language Teacher

全国語学教師協会

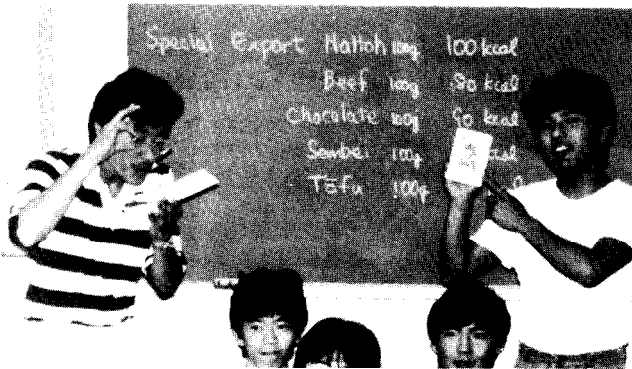
VOL. IX, NO. 4

APRIL 1985

THE JAPAN  
ASSOCIATION OF  
LANGUAGE TEACHERS ¥350

JALT

昭和五十四年四月十一日第二種郵便物認可  
第九巻 第四号 昭和六十年四月一日発行（毎月一日発行）



Special issue:

SPEAKING





## Teachers of English to Speakers of Other languages,

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## THE Language Teacher

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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 17 JALT chapters: Hokkaido, 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 750 words. Employer-placed position announcements are printed free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed.

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

**Editor:** Deborah Foreman-Takano, Hiroshima Jogakuin Daigaku, 4-13-1 Ushita Higashi, Higashi-ku, Hiroshima 730; (082) 2216661

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

**Book Review Co-Editors:** Jim Swan and Masayo Yamamoto, 1402 Shin-Ohmiya Green Heights, 3-9-40 Shibatsuji-cho, Nara 630

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

**Announcements Editor:** Jack Yohay, 1-1 11 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612; (075) 622-1370

**Japanese Language:** Masayo Yamamoto

日本語の原稿の送り先:

630 奈良市芝辻町3-9-40

新大宮グリ - ンハイツ1-402 山本雅代

**Advertising/Commercial Member Services:** John Boylan, Eifuku 1-33-3, Suginami-ku, Tokyo 168; (03) 325

**Photography:** Gene Crane

**Proofreading Editors:** Jack Yohay and Harold Johnson

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

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

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

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

## HELPING LEARNERS SAY WHAT THEY WANT TO SAY

**By Barbara Fujiwara, Seifu Gakuen JHS and SHS, Osaka**

In this article, I would like to describe how I have tried to make reality-based communication a regular part of my teaching. For the last few years, I have worked with two different groups of learners: Vietnamese refugees of all ages and Japanese junior and senior high school students. The greatly contrasting objectives, situations and characteristics of these two groups have challenged me to develop ways to help these learners say what they want to say.

The refugees that I have taught have had various reasons for studying English. Many hoped to resettle in an English-speaking country or one where English would be useful. Others planned to resettle in Japan but felt that English would be needed to study in the Japanese educational system or to get information on Japan in view of the difficulty of mastering written Japanese. The groups I've taught have generally been small with a variety of levels and fluid membership as people moved in and out of the camp. Therefore I felt that each lesson had to offer the students something to take with them, and that it would be best to use information about the students as the basic material of the class.

The format I often use includes the following steps:

1) *Choosing a topic based on the refugees' own lives.*

2) *Interviewing each student about that topic.* I get the information in any way possible, including translation help from the other members of the group.

3) *Depicting that information in some visual way, such as rods or charts.* As I set up the rods or draw the charts, I repeat the information so that students can hear it as it would be said by a native speaker.

4) *Using the visual representation for cues.* I have students talk about the topic in as complete, fluent and accurate a way as possible. In beginning classes, I would often use word charts with the necessary vocabulary for that topic to give hints to the students on missing words or pronunciation problems.

5) *Giving a dictation based on the material that has been discussed.* These dictations become the students' textbooks.

One rich source of material is "family." Extended families are very important in Viet-

namese culture and the desire for reunion with family members seems to be the most important factor in choosing a country for resettlement. In the first "family" lesson, I would interview the students about their families and set out rods to represent the various members of the family. Fathers would be one color, mothers another, older brothers dark green and younger brothers light green, and so on. In a more advanced lesson, this information would be supplemented by little pieces of paper under each rod, giving the age, place of residence, occupation, marital status or whatever other information we were working on. Using this format and the visual cues, my Vietnamese learners have also talked about their educational backgrounds, life histories, likes and dislikes, daily schedules, trips and other useful or interesting topics.

This class format has seemed to work well because of the small size and dynamics of the group. The Vietnamese learners I've taught have generally been willing to speak and have used the language they have creatively and playfully. They have also paid close attention to what the other students say and have ridiculed and corrected others' mistakes, "heckling" each other to awareness. Thus, each individual's utterances have contributed to the learning of the whole group.

The objectives, situation and characteristics of my Japanese junior and senior high school students are a great contrast to those of my Vietnamese learners, and present many obstacles to the development of the kind of group dynamics described above which so facilitates the teaching of speaking. Indeed, in my junior and senior high classes, I have tended to emphasize the improvement of listening comprehension as a more reasonable goal. However, I have tried to find ways of encouraging students to speak, partly by making use of just those aspects of Japanese school culture which seem to work against the teaching of speaking skills: the emphasis on reading and writing as integral parts of "real" study; the importance of getting the right answer; and the teacher-centered, lecture-oriented style of most classes.

One way I give students a reason to speak is through listening exercises which require the students to listen for and write down information of some kind. In these exercises, because they are writing, students feel they are "studying" and they are willing to speak in English to make sure their answers are right. They have to request me to slow down or to play the tape

again. instead of repeating whole dictations so that students can check their answers, I just ask the students what numbers they want to hear again and individuals call out the numbers. These are small devices, but the important point is that students have been prompted by a real need to speak and have gotten a satisfactory response.

The language class can give students a chance to be listened to by a teacher, rather than listening to a teacher which is the case in most of their other classes. I find that one of the most important ways to encourage the spontaneous use of English is just to be a keen listener and pick up on any stray mutterings I hear in English and repeat them. "Yes, it is cold today, isn't it?" Students at Seifu enjoy complaining about how hot or cold it is, how hungry or tired they are and how much homework they have to do.

Another thing they like to talk about is each other. "He's a crazy boy." "He's foolish." "He forgot his textbook." Students often get

their pronouns mixed up here and while pointing to their neighbor will say to me, "You told a lie!" I reply with mock indignation, "No, I didn't tell a lie. Oh, I see, you mean X told a lie." Then I ask X, "X, did you tell a lie?" "No, I didn't. Y's a bad boy." Not too sophisticated, but these are the kinds of things students want to say and will say. The whole area of discipline provides lots of opportunities for communication, as students give ingenious reasons why they are not doing what they're supposed to be doing. And if you understand their English, they say "Tsujiita!" with real pride. It does seem to be important for the teacher to move around the class a great deal so that students feel free to try to say things which they wouldn't say in front of the whole group.

In order to teach the skill of speaking, I believe that it's necessary to give students the opportunities and means to say what they want to say in every class. In this way, reality-based communication becomes a natural habit and skill.

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## FROM Q & A TO CONVERSATION SKILLS

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**By Richard E. Freeman, Chuo University**

Many language-teaching ideas conceived on paper by enthusiastic teachers are killed by the uninspired response of the students. One exception to this is a classroom activity dubbed "Roll-call Questions" which has met with undisguised enthusiasm on the part of students. Initially a device to take attendance, it has evolved through logically developed follow-up activities into a comprehensive program that provides practice in hearing, speaking and writing. Following is a summary of the several parts of the program. Most of the segments can be used either separately or in various combinations.

1. *Post-vacation Questions.* The forerunner of Roll-call Questions, these are personal questions appropriate to the summer or winter vacation seasons, all of which can be answered yes or no. They are asked on the first day the students return. To perk up class interest, there is a different question for every student, and the questions are interspersed with guaranteed laugh-provokers, such as "Did you get married?" or "Did you break up with your boy friend?" All of the questions, in fact, are of the "Did you do this or that" variety, such as:

Did you go abroad?  
Did you gain any weight?  
Did you have a birthday?  
Did you dive off a diving board?  
Did you break a leg while skiing?

Only "yes or no" questions are asked in order to get around the class quickly. Afterwards the students can be paired with a copy of the questions in order to run down the whole list with each other. Depending on how much time can be spared, the students should be urged to follow up questions answered "yes" by their partner with a "who, what, when, where, why and how"-type question. Giving each student a chance at all of the questions will provide an opportunity for the ones who went abroad or had a birthday (but were not so asked by the teacher) to talk about their experience.

2. *Roll-call Questions.* Essentially this is an adaptation of the post-vacation Q-and-A exercise to an "every-class-session" basis, with certain necessary changes. It was originally conceived to add pedagogical value to the process of taking attendance. Asking every student a question also helps in remembering their names.

One important difference between the post-vacation and roll-call exercises is in the type of questions. On a more frequent basis than twice a year, "Did you do this or that"-type questions exclusively would be too boring, and the limited range of answers (Yes, I did and No, I didn't) would be of doubtful linguistic value. It was desirable that the whole range of short answers be practiced: "Yes, I do," "No, she can't," "Yes, they are," "No, I'm not," and all the rest. The challenge for the student of coming up with the

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correct response from such a variety would also help maintain interest.

And since the questions would be asked at every session over a rather long period of time, it was desirable that there be a progression in terms of difficulty in order to give the students a sense of showing improvement. The following procedure was used to make the questions.

Large sheets of paper were obtained, each one devoted to a certain type of question. On one sheet, for example, as many "Do you like" questions as could be thought of were created, in as wide a range of difficulty as possible: from "Do you like ice cream?" to "Do you like people who stop you on the street to chat when you are in a hurry?" On another sheet "Can you" questions were created, everything from "Can you type?" to "Can you rub your forehead and pat your stomach at the same time?"

In this manner, 16 or 17 sheets of questions were made, each bearing a different family of questions. There were "Do you have" questions, "Have you ever" questions, "Are there" questions, "Were you" questions, negative tag questions, even "informative" questions (e.g., Did you know that a baseball pitcher must throw the ball within 20 seconds?).

The next step was to rank the questions according to difficulty. This was done by going through each list and roughly grading the questions A, B or C—easy, intermediate, advanced. Then the easiest question from each sheet was listed on a separate piece of paper. After that, the next most difficult question was taken from each sheet, in sequence; and so on, in increasing order of difficulty until all the questions were collected in a rough order from easy to advanced.

Before the questioning could begin, the students had to be instructed on answering. A mere yes or no was not permitted. The students had to give a short answer, such as "Yes, I do," or "No, she doesn't." Also, they were told to keep in mind that some answers require more than a "yes or no." If a student was born in Hokkaido, for instance, and the question was, "Have you ever been to Hokkaido?", it would be unsatisfactory simply to answer "Yes, I have," and leave it at that. The response should be instead: "I was born in Hokkaido." Or, if the question is, "Does your brother smoke?" and he or she doesn't have a brother, the response should be: "I don't have a brother."

Students were also instructed on how to answer if they didn't understand the question or didn't know the answer. A list of possible responses were introduced as follows:

I beg your pardon?

Could you please repeat the question?

I don't understand the meaning of ----.

I'm sorry, I don't understand the question.

(I'm sorry, but) I don't know.

3. *Writing the Questions.* The Post-vacation Questions have an intrinsic interest which is not necessarily contained in the routine conversational questions. To maintain the interest of the students who have already been asked their roll-call question, all the students are required to try to write down every question asked. This proved to be the key to the success of the exercise. The need to listen intently, in order to write down the questions, sharpened the students' attention remarkably.

4. *Repeating the Questions.* Since the questions were delivered at conversational speed (not as dictation), the students usually were unable to write all the questions. Rather than slacken the pace of the class, it was decided to have one student repeat the question and one student answer it (or vice versa). This gives the rest of the class two chances to hear the question and get it down in writing. At the same time, it halves the number of questions per session, making a more manageable list. The exercise also gives the students practice in asking questions.

5. *Pair Practice* Up to this point the roll-call exercise consumes about 15 minutes in a class of about 40 students. As with Post-vacation Questions, a logical follow-up activity is to have the students make use of their list of questions by pairing with another student to practice asking and answering the questions.

6. *Self-correction of Writing.* Inevitably the students make errors in transcribing the questions. If a TV system or OHP is available, the questions can be displayed (or copies given to each pair) for self-correction. Alternatively, students can be selected to write the question on the blackboard. Among indifferent or careless students, however, errors still remain.

One of the most effective methods to minimize errors at any point is to charge a fee for each error. Before showing the correct answers, for example, the teacher can give the class three minutes (more or less) to ask anything about any question (spelling, punctuation, etc.), after which one yen will be charged for each mistake. The response invariably is amazing. Hands shoot up, questions come flying, and the number of errors sharply declines,

To sharpen self-correction skills when the students are shown or given a copy of the answers, it is necessary to threaten to charge ten yen or even 100 yen for each error still remain-

ing. Teachers who have compunctions about getting rich in this way may announce that the money will be used for a class party or a bag of jelly beans, as the case may be.

7. *Techniques of Conversation.* Asking and answering questions, of course, is not conversation, but as has been indicated in lectures and writings on "Contest Conversation,"\* it is possible to practice some of the techniques of the art of conversation. Two of the essential elements of conversation to have the students practice are 1) asking appropriate follow-up questions, and 2) answering a question with more than yes or no.

The procedure is as follows: In each pair, Student A, asks Student B one of the questions on his list and B answers only yes or no. Then A has to ask an appropriate follow-up question, again one which can be answered yes or no. This time B must answer more than "Yes, I do," etc. He or she has to give additional information. For example:

A: Do you like ice cream?

B: Yes, I do. (yes or no only)

A: Have you ever tasted rum raisin?  
(follow-up)

B: Yes, I have. It's my favorite. (adds information)

A follows this procedure for half the questions on his list. Then A and B reverse roles, and B asks A the rest of the questions in the same manner.

While the students are doing this, of course, the teacher is visiting pairs at random and listening in on their exchanges to correct their English and comment on the appropriateness of their questions and answers. The written work can also be checked at this time.



The triad grouping of Contest Conversation can also be used, with Student C serving as secretary to record follow-up questions or answers for review, correction or grading by the teacher. The conversations can also be recorded for the same purpose.

Roll-call Questions, and the related follow-up activities, coordinate nicely with all other facets of Contest Conversation as well. Thus the final step in this sequence is to combine Roll-call Questions, the follow-up segments, and Contest Conversation into a comprehensive English teaching program. The program is especially effective in large classes, but also works well with as few as three students.

\*"Contest Conversation," *JALT Newsletter* 4:4, April 1, 1980, pp. 23-24; *Contest Conversation: a Shortcut to English Fluency in Japan*, Eigo-Eibei-Bungaku No. 24, March 1984 (The Society of English Language and Literature, Chuo University, Tokyo), pp. 317-333. (Write author for reprints.)

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## HOW TO RECRUIT PROSPECTIVE STUDENTS IN ENGLISH AS A SECOND LANGUAGE MOST EFFECTIVELY FROM JAPAN

### Suggestions to School Representatives Who Visit Japan

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

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

There has always been an esoteric, nearly religious element involved in the Japanese approach to study abroad. Between the years 1615 and 1867 Japan was ruled by 16 generations of a single-family, self-appointed Shogunate (generalissimo) called *Tokugawa*, as the era is generally known here in Japan. During this period all Japanese, including the members of

the Tokugawa family, were prohibited from travelling overseas, so the nation would not be susceptible to the allegedly dangerous Western powers then colonizing the neighboring Asian nations. Even after the so-called Meiji Restoration in 1868, when Japan opened its ports to Western powers and established itself as a constitutional monarchy, only aristocrats and their sons – few daughters – could afford to travel overseas, much less to study abroad. Between 1945 and 1964, the masses were again prohibited by the postwar government from travelling abroad, simply for lack of foreign funds (especially the then-almighty U.S. dollar). There has

*(cont'd on page 9)*

# 第17回英語教育者のためのサマーワークショップ1985

中学・高校の英語教師を対象として、毎回好評をいただいておりますサマーワークショップも本年度17年目を迎えるはこびとなりました。このワークショップは、期間中の講義・生活の全てを英語オンリーで行う Total Immersion 方式を本格的に採用し、経験豊かな外国人教育者とグローバルな視点で英語教育の問題点を探り合う教師による教師のためのセミナーです。

特別招待講師によるミニコース(選択制) Robert O'Neill氏(英国)、Richard Via氏(米国)他予定  
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## CROSS CURRENTS

Volume XI, No.2 Is Now Available.

Articles include: **Oral Interactive Testing at a Japanese University**, Eloise Pearson; **Classroom Organization and the Teacher**, Armand Hughes-d'Aeth; **Your Breads, Wines, and Cheeses: A look at English Countability**, Donna J. Brigman; **Argumentation and Audience**, Daniel Horowitz; and much more.

\* \* \* *Cross Currents* is available at a discount rate to JALT members by ordering through JALT. Use the postal transfer form in *The Language Teacher*.



(cont'd from page 7)

never been any strong, consistent, national religion for the whole of Japan, except during the War when Shintoism served the militarists' purpose. People here have always referred to foreign travel as "going over yonder," implying that an earthly heaven existed on the other side of the Pacific Basin, where walking white Gods alone are supposed to be able to speak fluent English. It's a well-known fact here that Japanese-Americans are seldom employed as native English teachers in Japan, simply because they are not Caucasians.

These sociolinguistic considerations cannot be covered here in detail: what all this means is that nothing about study-abroad should be made too specific to the Japanese. Brochures and application forms in Japanese, as mentioned before, are not necessary or appropriate.

More and more U.S. states are opening offices here, largely for commercial purposes. Some of them do maintain a representative selection of brochures and sometimes even a few application forms, at least for their state and other public institutions; ESL programs are included, as is the case with the Washington State Office which recently opened here. Perhaps private ESL school directors might get together and try to exert a bit of pressure on these officials to include materials for private institutions, assuming that the respective state offices are properly manned and roomy enough: State of Washington, Commerce & Economic Development, No. 2 West Kowa Building, #205, 1-39, Akasaka 1-chome, Minato-ku, Tokyo 107, Japan; tel. (03) 582-0731; Mr. Richard A. Bush, director in charge of Asia.

The most influential single study-abroad guide author in Japan may be the following: The Mainichi Communications, (1) c/o Mainichi Shimbun Newspaper Co., 1-1-1, Hitotsubashi, Chiyoda-ku, Tokyo 100; tel. (03) 212-0321; (2) Osaka Ekimae Dai-San Bldg., #1400, 1-1-3, Umeda, Kita-ku, Osaka-shi 530. The *Mainichi Shimbun* (Newspaper) has long been one of Japan's three major nationwide daily newspapers, with a circulation comparable to that of *Time* or *Newsweek* magazine. It thus has easy

## ATTENTION!

Copy on feature articles for the June issue on JALT's 10th anniversary should be sent by May 1st to Torkil Christensen, Hoken Mansion #403, Kita 7 Nishi 6, Sapporo 001.

access to printing of an annually revised study-abroad guide in Japanese for Japanese nationals in the United States, Britain, etc., and presumably charges a cheaper rate for its own advertisements in its own mass medium. For some reason, the publisher gives priority to collegiate programs in ESL as far as the United States is concerned.

Following Mainichi's study-abroad office in degree of influence, if not in actual number of Japanese students sent to U.S. study-abroad programs, is the author of this paper. I have recently published my fifth study-abroad guide in Japanese, entitled *ELS Language Centers, Post-ELS Colleges, Other Language-Schools & Programs*. Sansvusa Co., 1-5-34, Shitaba, Taito-ku, Tokyo 100, Japan; tel. (03) 842-1711, price ¥2,000. Requests for inclusion at no charge in our study-abroad volumes can be sent to: Hiroshi Kuki, S.I.S.A., 2-31-18, #302, Daizawa, Setagaya-ku, Tokyo 155, Japan; tel. (03) 419-1009; telex: 232-2121 Daigen J.

## 3. Conclusion

Japan sends only 15,000 F-1 students to the United States per annum, compared to 1.39 million Japanese who travelled to the States on B-1/B-2 visas in 1982. The number shows only a slight increase over the 10,000 registered ten years ago. Some 80 percent of the 15,000 successful student visa applicants from here are going to the States for English alone; only a handful of them from major cities head for U.S. colleges and graduate schools proper.

The reason for this consistently small number of successful I-1 holders cannot be covered in this brief space. Assuming that there are around 500 private ESL language schools and collegiate ESL programs in the entire United States as of this writing (fall of 1984), any ESL setun in the States with an enrollment of more than 34 students a year from Japan on proper F-1 visas should, in all fairness, be called a success story. Further assuming that there are 100 study-abroad agents in all of Japan, the possibility of receiving your average quota of all 24 students from one agent alone is 0.24 percent. We know we have 3,000 Japanese students a year heading for U.S. colleges; we also know that there are some 3,000 U.S. colleges: average, one student per college per year.

The *NAFSA Directory: 1983* tells study-abroad agents a lot about U.S. TESOL setups. Those with enrollments of less than 50 that are not part of larger institutions of higher learning

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## SPECIAL ISSUES OF THE LANGUAGE TEACHER FOR 1985

May	- Classroom-centered
	- David Dinsmore
June	- 10th Anniversary
	issue - Torkil Christensen
July	- Dictionaries - Bill Crawford
August	- Conference issue
September	- More on the conference
October	- Open
November	- Open
December	- Conference reviews

This month's special issue on Speaking was guest-edited by Bernie Susser.

## GATTEGNO WORKSHOPS IN THE FIELD OF LANGUAGE ACQUISITION

The Center (Center for Language and Intercultural Learning) is offering two workshops and a seminar by Dr. Caleb Gattegno, the originator of the Silent Way. They are:

1. A 5-day workshop (40 hours) on Language acquisition and the Silent Way,
2. A 3-day workshop (20 hours), Italian the Silent Way, and
3. A One-day (8 hours) advanced seminar for experienced teachers of the Silent Way.

The details are as follows:

1. A Five-day Workshop on Language Acquisition and the Silent Way

Time: Friday 3 May 1985 through Tuesday 7 May 1985, 9 am - 6 pm  
 Place: Umeda Gakuen (St. Paul's Church), 2-30 Chaya-machi, Kita-ku, Osaka  
 (Turn right at the Shoko Hotel after the Sanbangai Cinema on the east side of Hankyu Umeda Station).  
 Fee: ¥75,000 (¥70,000 if payment is made by the end of March to our P.O. Account, Osaka 5-86468 Gogaku Bunka Kyokai. Pre-printed postal transfer form will be mailed to those who register in advance at the Center)

During this workshop, Dr. Gattegno will add to the detailed presentations of the instruments teachers need to solve their classroom language teaching problems for EFL, a thorough training of the participants. Thus they will be able to apply at once what they learn and reduce the burdens they and their students experience when entering English (spoken and written) and continuing their studies in that world language.

*Day One* will be given to a study of the acquisition of L1, now sufficiently advanced to be presented as a field for everyone to work in.

*Day Two* will be given to a study of how to use what students have done in their acquisition of L1 so as to make acquisition of L2 visibly into a more systematic and straightforward set of tasks.

*Day Three* will be given to a demonstration in a language new to most participants so that they know directly how the content of Day Two looks in the classroom with active students at work.

*Days Four and Five* will spell out in which ways the Silent Way reflects the understanding (announced already in 1963) that anyone who has acquired his or her L1 (and that means almost everybody) will have little trouble acquiring one L2 or more. L2 here will be English as required by the organizers.

In the book "Teaching Foreign Languages in Schools: The Silent Way," whose first edition dates from 1963, Dr. Gattegno was the first writer in that field who linked second language acquisition to that of the acquisition of the mother tongue. Since 1954, to this day he has been developing techniques and materials which make teachers of L2 take advantage of what their students did to acquire L1.

This five-day workshop will concern itself with the considerable improvements which result from that link and will end up with participants having both a deeper and clearer understanding of what acquisition means and a much better grasp why the Silent Way is, to date, the safest way of achieving the bridge required between L1 and L2 and maintaining progress in learning L2 at the successive levels of classroom work.

2. A 20-hour Workshop: Italian the Silent Way

Time: Saturday 27, Sunday 28, Monday 29 April 1985, 9:30 am - 5 pm  
 Place: Umeda Gakuen (St. Paul's Church), 2-30 Chaya-machi, Kita-ku, Osaka  
 Fee: ¥40,000 (¥35,000 if payment is made by the end of March)

3. A One-day Advanced Seminar for Experienced Teachers of the Silent Way

Time : May 8, 1985, 9 am - 6 pm

Place: The Center (204 Shirono Bldg., 3-41 Manzai-cho, Kita-ku, Osaka)

Fee: ¥20,000, if fewer than 15 participants; otherwise, ¥15,000

The organizers' interpretation of the term "experienced teachers" is those who have enough understanding of the Silent Way so that the group doesn't have to go through the usual preliminary session, and can save time usually spent by people fighting Dr. Gattegno or feeling sorry for themselves for being "intimidated." Dr. Gattegno himself describes it as follows: It is assumed

\* that the participants have direct knowledge of the materials of the Silent Way for at least one language; and

\* that they have read the two books of the Silent Way,

Teaching Foreign Languages in Schools, and

The Common Sense of Teaching Foreign Languages.

If they can be up-to-date by reading Chapters 2, 3, 4, and 13 of the treatise "The Science of Education" (published separately and available as such), the level of the seminar can really be advanced.

Dr. Gattegno will involve the members of that seminar in matters which will easily become research papers when worked on locally. There are many subjects which lead themselves to such treatment and they can be the substance of the sessions of an intensive day of work of eight hours. Previous experience supports this view.

The applications', i.e., payment deadline for the workshops and the seminar is April 12, 1985. For further information, call Fusako Allard at 06-315-0848 or 0797-32-9682.

\*\*\*\*\*

## GATTEGNO PUBLICATIONS AVAILABLE AT THE CENTER

The Common Sense of Teaching Reading and Writing\* ¥3250

Chapter 13 of The Science of Education --

The Learning and Teaching of Foreign Languages\* ¥1500

On Death (an essay) ¥2250

Chapter 2 of The Science of Education --

Awareness of the Awareness ¥1000

\* new publications

Please phone or mail your order to the Center and we will send you a postal transfer form for remitting payment. When payment is received, the texts will be sent to you postpaid.

The Center for Language and Intercultural Learning, 204 Shirono Bldg., 3-41 Manzai-cho, Kita-ku, Osaka 530. Tel: 06-315-0848. Fusako Allard, director.

# JALTNews

## MEMBERSHIP INCREASE WINNERS FOR 1984

The results are in! Congratulations to Hokkaido, the first place winner, and Kobe, which came in second. The winners were determined by comparing the total number of members in each chapter on Dec. 31 of 1983 with the total at the same time in 1984. Renewals and new members who joined at the international conference were then subtracted ("Adjusted Total"), to offset the advantage of being located near the conference site. The figures follow:

	12/31/83	Total Members	12/31/84	Adjusted Total	Percent Change
Hokkaido	41	100		95	131%
Sendai		129		114	35%
Tokyo	481	740		543	14%
Yokohama		119		100	
Hamamatsu	72	91		68	~6%
Nagoya	165	185		169	2%
Kyoto	124	143		129	4%
Osaka	70	256		237	13%
Kobe	69	146		135	95%
Okayama	31	36		36	2%
Takamatsu	55	57		52	6%
Matsuyama		109		108	-
Hiroshima	111	106		100	- 104
Fukuoka	100	77		67	33%
Nagasaki	74	80		79	6%
Okinawa	46	53		53	15%

In reward for their growth, Hokkaido wins complete round-trip air fare for the speaker of their choice, while Kobe gets half of the same. Congratulations again!

## FINAL MEMBERSHIP FIGURES FOR 1984

The final membership figure for 1984 is 2674 members, over 100 higher than the preliminary figure reported in the January issue of *The Language Teacher*. This figure includes 7,466 chapter members, 116 overseas members, 70 commercial and supporting members, and 22 institutional subscribers.

## NEW CHAPTER FORMED - Tokushima is the 3rd on Shikoku, 17th in Japan -

The Executive Committee voted at its first meeting of 1985 to recognize the formation of a new chapter in Tokushima. Congratulations to Noriko Tojo, new Coordinator for JALT-Tokushima, for her efforts in getting it established.

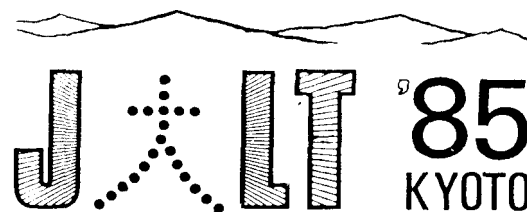
Other business included confirmation of the JALT '85 Committee; co-chairs are Kazuo

Yoshida and Bernard Susser. Preparations are already well underway for this year's conference, which will be at Kyoto Sangyo University, Sept. 14-16. Since this is early in the fall this year, be sure to mark your calendar now.

The Executive Committee also discussed possible locations for JALT '86 in Nagoya; several Nagoya members are helping to look for a suitable site. Possibilities are being considered for a "preliminary" committee, which would handle the initial stages of preparation.

Plans for the 5th In-Company Seminar to be held in Kansai in May were approved. These seminars, designed for those involved with foreign language training conducted in company internal training programs, have always been well attended and are now a very popular part of JALT's special activities.

Another item for discussion was the need to encourage the formation of new chapters in the Kanto area; Chiba was suggested as a good location for a first attempt. Keiko Abe, Membership Chair, is the person to contact if you are interested in helping to form a new chapter in Chiba, or any other area. Contact Keiko or the JALT Office at any time.



## CALL FOR PAPERS

JALT '85, the Eleventh Annual International Conference on Language Learning and Teaching, will be held on Sept. 14, 15 and 16 (Saturday, Sunday and Monday) at Kyoto Sangyo University in Kyoto.

The success of this year's conference, just as in the past, depends upon the support and cooperation of every member of JALT. We strongly encourage everyone to contribute to JALT '85 by submitting a proposal and/or attending, and by encouraging others to do so.

We would especially like to strengthen the bilingual, bicultural nature of the conference by increasing participation of Japanese teachers of English, Japanese, and other languages. Presentations may be in Japanese or any other language. Proposals may be in either English or Japanese.

If you would like to make a presentation, please fill out the data sheet and complete the other procedures by June 15th.

**Michelle Macomber**  
Program Chair, JALT '85

**NEW**  
**from Cambridge**

## Use of English

**Leo Jones**

Plentiful and varied opportunities for grammar practice for intermediate and upper-intermediate students.

- ★ covers all the main problem areas of English grammar
- ★ provides both closely controlled exercises and more open-ended, communicative practice activities
- ★ presents students with brief grammar summaries for revision purposes
- ★ accompanied by useful Teacher's Book

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An indispensable handbook dealing with why and how to use video in the language classroom.

- ★ clearly-written and practical
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Over 50 different games each practising a specific point of grammar.

- ★ lively and communicative, involving students in thinking and action not just drilling
- ★ suitable for young adults and above
- ★ uses either simple materials or provides materials which teachers can copy

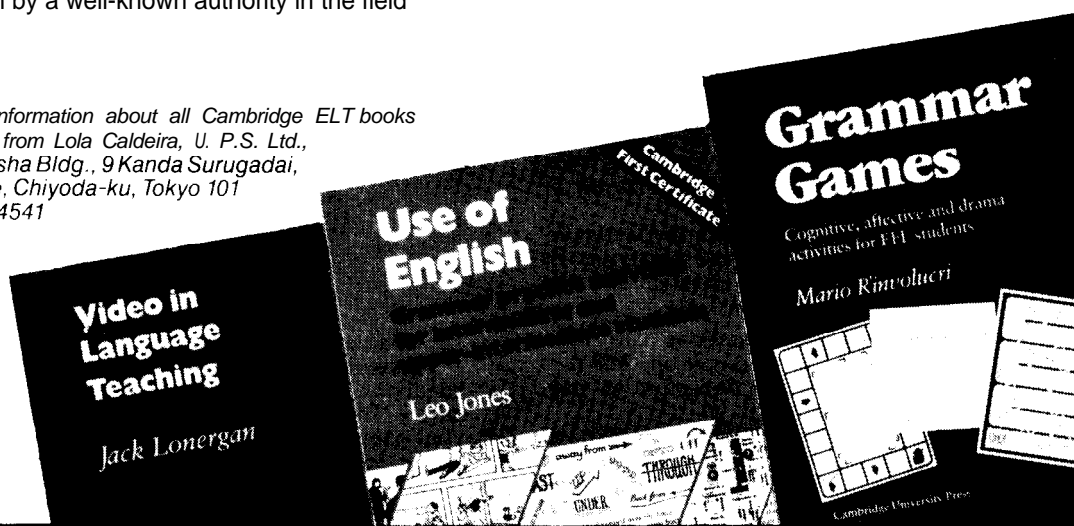
## Keep Talking

**Friederike Klippel**

A detailed practical guide to communication activities for the EFL classroom.

- ★ over 100 different activities
- ★ lots of helpful practical advice for teachers
- ★ worksheets provided for classroom use

*Further information about all Cambridge ELT books available from Lola Caldeira, U. P.S. Ltd., Kenkyu-sha Bldg., 9 Kanda Surugadai, 2-chome, Chiyoda-ku, Tokyo 101  
Tel: 291-4541*



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## GUIDELINES FOR PRESENTERS

More than any other single factor, the success of JALT '85 will depend on the quality of the presentations. The call for papers in this issue is your opportunity to be among the presenters. To help and encourage people considering taking part in this type of professional activity, the JALT '85 committee has compiled the following list of guidelines and tips. It is hoped that they will help make your presentation effective and enjoyable for you and your audience.

### Level

- a. Decide the level of audience expertise you wish to address. Mention this in your abstract. Stick to it in your presentation.
- b. Announce briefly at the outset of your presentation exactly what level you intend to address yourself to, and suggest that those expecting a more elementary or more advanced level excuse themselves before you begin.

### 2. Handouts

- a. Bring more than *enough copies!*
- b. Include an outline of your presentation in the handout, as a help to the audience in following the presentation.
- c. Include in the handout all lists and charts you believe people might need in order to understand your presentation. This saves both you and your audience writing time.
- d. Include a bibliography, so that attendees can follow up information and get details on their own after the conference is over.

### Timing

- a. Prepare at least 50 percent more material than you believe you can cover in the time limit, for two reasons:

- 1) It allows you to pace yourself according to the interests and understanding of the audience. Depending on them, you may find you can speed up or skip over some planned discussion, and fill up the time with other relevant information of interest to your listeners.
- 2) It also may come in handy for answering questions, or otherwise satisfying the audience with useful material and the feeling of time well spent.

- b. Question-and-answer sessions can be a valuable part of any presentation, but it is the presenter's right and obligation to manage the session strictly:

- 1) Do not let any one questioner take too much time.
- 2) Answer only those questions that are of general interest within the level of your presentation: if someone raises a question that is too general or too specialized, offer to answer it privately after the presentation.
- 3) If you are asked a question for which

you don't have an answer, don't feel professionally obligated to provide one. You may wish to acknowledge that the question touches on an area that you hadn't considered or into which you haven't done extensive research.

### 4. Activities

Many presentations consist of demonstrations of classroom activities which the audience members are asked to participate in, to give them an idea of 1) how the activity is carried out, and 2) what demands the activity makes on students. Generally five minutes or so is adequate time to allot to each activity demonstrated in this way, since you will have an audience of experienced teachers. Likewise, student-made materials which you may wish to use to illustrate your points need only be a sample; your explanation and critique of the sample should prove sufficient, and keep your presentation moving at a comfortable pace.

### 5. Academic presentations

The above point (4) holds true for academic presentations as well. Summarizing statistical evidence and other data should be enough to make your point. This leaves you more time to connect it clearly to the significance and implications of the research, in which the audience is likely to be chiefly interested. (Having the actual data handy, though, may help you when questions come up.) It is probably preferable, too, for you to deliver your presentation in a relaxed, conversational style, rather than simply reading a written text.

- 6 Take any opportunity to practice your presentation before you get to the conference. You will feel better about it, and will have a chance to refine it as a result, and make it even more effective. Try presenting to your local JALT chapter, the other teachers at your school, or a group of friends.

7. It is recommended that you ask a friend or colleague to assist you at the conference by guiding people to their seats, passing out handouts, helping with equipment, etc.

**Bernard Susser  
and the JALT '85 Committee**

## PROCEDURES

1. Send a 150-word (or less) summary of your presentation for inclusion in the conference handbook and for review by the selection committee. If you feel that you cannot do justice to your topic within this limit, then write a second, longer summary for use by the selection committee. If you submit only one summary, send two copies, one with your name, address and phone number included and one without. If you also submit a longer summary, submit only one copy of the shorter version (with the above information) and two copies of the longer version, one *with* and one *without* your name, etc.

(cont'd on page 17)

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FOR OFFICIAL USE ONLY

## JALT '85 PRESENTATION DATA SHEET

Presenter's Name(s): \_\_\_\_\_

Address: \_\_\_\_\_

Affiliation: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Full title of presentation: (10 words or less)

Short title: (for block schedule, 5 words or less)

Format: a) ☐ Workshop ☐ Lecture/Paper ☐ Demonstration ☐ Otherb) Estimate of % Practical vs. % Theoreticalc) ☐ Publisher's or ☐ Academic Presentation\*

This presentation is mainly (check ONE):

☐ A synthesis of existing knowledge, techniques, etc. for those new to the field or unfamiliar with your subject matter.☐ An academic presentation of original research results of materials developed.☐ A practical presentation of original materials or original classroom techniques.☐ A presentation of commercially available materials with the aim of encouraging their adoption or more effective use.

Student Age Level

☐ Children ☐ Jr. High ☐ High School ☐ University ☐ Adult ☐ Irrelevant

Content Area (Check ONLY ONE box in each column, if relevant. In addition, circle the one item from any column which most closely describes the central focus of your presentation.)

## SKILL AREA

## METHOD/SYLLABUS

## MATERIALS

## SUPPORTING FIELDS

☐ Listening☐ Curriculum Design☐ A/V Aids☐ Language Acquisition☐ Speaking☐☐ Video☐ Literature☐ Reading☐ **E S P**☐ Computer Hardware/☐ Teacher Training☐ Writing☐ Music/Drama☐ Software☐☐ Culture☐ Activities/Games☐ Other: \_\_\_\_\_☐ n Socio-linguistics☐ Multi-skill☐ Special Method: \_\_\_\_\_☐ Administration☐ Discourse Analysis

Equipment required: (Please be specific; i.e. Beta-II)

Presentation will be in ☐ English or ☐ Japanese.Presentation length: ☐ 30 min. (25 min.) ☐ 1 hr. (50 min.) ☐ 1½ hrs. (80 min.)☐ 2 hrs. (110 min.) ☐ other \_\_\_\_\_**\*Note:** Presenters are expected to clearly indicate in their summary any commercial interest in materials or equipment used or mentioned during the presentation.

Presenters requiring movable chairs and tables will not be put in the main conference building.

OHP's are severely limited this year. We suggest you make use of handouts instead.

- Deadline for submission of all materials: June 15 -

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...is straightforward and interesting *for students*... by involving them in full participation at each stage through role-play and discussion.

...and *teachers*... by giving the opportunity to guide rather than instruct and spend time with individual groups within a class rather than a class en masse.

...is a great incentive because the target language is shown in real-life settings where theory gives way to practical use.

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For further details please contact:

**M** **MACMILLAN SHUPPAN KK**  
Eikow Building, 1-10-9 Hongo,  
Bunkyo-ku, Tokyo 113  
Telephone (03) 816 3756





(cont'd from page 14)

2. In the shorter, conference handbook version, try to give people enough information to understand the main ideas of your presentation and enable them to make decisions concerning attendance. Also include precise details as to the central theme and form of your presentation. Present a clear idea of what you intend to do, as well as why and how, and indicate what level of teaching experience your audience should have in order to benefit from your presentation. Give this abstract a title of 10 words or less. If you write a second, longer summary for selection committee use, then expand on these topics as necessary. But remember that only the shorter version will be included in the conference handbook. The JALT '85 committee reserves the right to edit abstracts which exceed the 150-word limit.

3. Write a 25-30 word personal history for the conference handbook. Write this in the third person, exactly as it should appear, i.e., "T. Sato is. ." not "I am. ."

4. Complete and return two copies of the data sheet.

5. Be sure your name, address and telephone number are on every sheet submitted (except for one copy of your summary, as explained above).

6. All submissions in English should be typed, double-spaced on A4 (8½ x 11) paper. All submissions in Japanese should be on A4 "400-ji genkoh yoshi." All papers must be received together at the following address by June 15th.

We regret that honoraria cannot be given to presenters. However, the conference fee for the first presenter listed on the abstract will be waived.

JALT Program Chair  
JALT. c/o Kvoto English Center  
Sumitomo Seimei Building  
Karasuma Shijo Nishi-iru  
Shimogyo-ku, Kyoto 600

## 第11回 J A L T 国際大会

### 研究発表者募集

(JALT '85 Call for Papers)

来たる9月14日(土)～16日(月)までの3日間、京都産業大学(京都)にて、第11回 J A L T 国際大会が開催されることになりました。大会の成功は、過去の例をみるまでもなく、J A L T 会員1人1人の支援と協力なしにはありえません。今大会では、特に、英語、日本語その他の言語を教える日本人の先生方に、今まで以上に参加をしていただき、大会のバイリンガル/バイカルチュラル化を促進していきたいと思っております。大会での発表は、日本語は無論のこと、何語でされても結構です。J A L T では、多くの会員の参加及び研究発表をお待ちしております。

研究発表を御希望の方は、下記の要領に従い、6月15日までに、以下のものを提出して下さい。

(提出するもの)

1. データシート
2. 発表要旨
3. 発表者の経歴

#### 1. データシート

当ニューズレターに印刷されていますので 必要事項をすべて英語で記入の上、2部(コピー可)提出して下さい。

#### 2. 発表要旨

選考委員会用、発表要旨を提出して下さい。要旨には、発表の主眼点、発表形式、又、対象となる聴衆(例えば、教師としての経験が、数年以下の中学校の英語教師を対象と云うように)を明記して下さい。

要旨は、英文でも和文でも結構です。英文で書かれる方は、150語以内に要旨をまとめ、A4版の用紙にダブルスペースでタイプして下さい。和文で書かれる方は、A4版の横書き400字詰原稿用紙を用い、長さは1.5枚以内です。

要旨には、英文・和文共に、必ず10語以内の英語のタイトルをつけ、2部(内1部のみ、氏名・住所・電話番号を必ず記入し)提出して下さい。

この要旨は、そのまま大会プログラムに掲載されますが、長さの制限を越える要旨がありました場合には、選考委員会は、それを編集する権利を持っています。

尚、上記の短い要旨だけでは、発表内容を充分説明することができないという方は、選考委員会用、別に長い要旨も提出することができます。この場合には、短い方の要旨1部(氏名・住所・電話番号を記入)と、長い要旨2部(内1部のみ、氏名・住所・電話番号を記入)の計3部を提出して下さい。

#### 3. 発表者の経歴

大会プログラム用に、発表者の経歴を英文あるいは和文で書いて下さい。英文の場合は、経歴を25～30語にまとめ、A4版の用紙にダブルスペースでタイプしたもの、又、和文の場合には、A4版横書き400字詰原稿用紙0.5枚にまとめたものを提出して下さい。尚、経歴を書く時には、発表者を第3者扱い(例えば、"I am ..."ではなく、"J. Smith is ..."、あるいは、"私は..."ではなく、"中村一夫は...")にして下さい。用紙には、氏名・住所・電話番号を必ず記入して下さい。

郵送先は以下の通りです。

〒600 京都市下京区四条丸九西入ル 住友生命ビル8階  
京都イングリッシュセンター 気付  
J A L T 国際大会・プログラム委員長

発表者への謝礼はありませんが、発表1点につき、大会参加費1人分が無料となります。

# My Share

## GUDDO BAI KATAKANA

By Tim Cornwall

Our students have a huge active and passive vocabulary of English words. Teachers can tap this source of wealth as a means of getting students communicating as quickly as possible. The problem with these words is that usually they have been learned and stored in memory with a Katakana pronunciation, which most teachers in Japan can understand, but which leaves many tourists scrabbling for a phrase book.

While studying Katakana, I often wondered why I couldn't teach my students how to change Katakana into English in the same way I had learned to change English into Katakana. After making the attempt, however, I realized that it would be a lot of work, especially regarding spelling. I didn't want to spend a lot of class time on "Katakana English," but I did find two ideas to use with Katakana that could lead to much better English pronunciation and spelling.

The goal was maximizing results while minimizing the rules and work involved. The following two changes meet these criteria. First, drop all final vowels; second, drop all 'u' sounds. (This is done only when the final vowel or the

noo sumookingu	noo smookingv	noo smooking	noo smoking
sofuto	sofuto	soft	soft
aisu	aisu	ais	ice
kuriimu	kuriimu	kriim	cream
reddo teipu	reddoteipu	redd teip	red tape
guddo sensu	guddosensu	godd sens	good sense
konpyutaa	konpyutaa	konpyutaa	computer
saavu	saavu	saav	serve
pareido	pareido	pareid	parade
kyabarei	kyabarei	kyabarei	cabaret
sukuuru	sukuuru	skuur	school
nuudoru	nuudoru	nuudor	noodle
sooseiji	sooseiji	sooseej	sausage

'u' sound is short; when it is long it is left in.) These two rules will not, of course, cover all Katakana forms of English words; but in any case they will produce a pronunciation or spelling that more closely resembles English than Katakana-Romaji does.

Through blackboard or oral exercises students quickly realize several ways to improve their English. They can be asked to produce a list of their favorite Katakana words, which can be put on the board in Roman script. Then the teacher can show them how to follow the two rules:

Many of my students are quite surprised at the ease with which they can improve their pronunciation and spelling. It has been observed that once these two simple, easy-to-manage rules have been explained, improved pronunciation and spelling follow almost immediately.

*As language teachers, we all come up with our share of ideas and activities that meet the needs of our students. We also use our share of ideas from other readers. My Share is your opportunity to share your ideas and activities. If it works for you, there are probably a lot of other teachers who would like to hear about it. Articles should be submitted to the My Share editor. Marc Helgesen, New Da.y School, 2-15-1 6, Kokubuncho, Sendai 980. Artwork should be in black on white paper.*

## 10周年記念論文集の原稿応募情況

(JALT 10th Anniversary Commemorative  
Collection of Papers)

一般募集の原稿を2月21日に締切りました。応募は海外からや日本人以外からもあり、論文30編、書評1編、研究ノート3編、報告8編の計42編ありました。多くの方々の御協力に感謝します。

以上の情況より審査員の方々には各2～3編の原稿を読んで頂いている場合がほとんどで、無理を申して、最初の約束より短い時間内に多くの仕事をしていただくようお願いしています。

## 10周年記念論文集への 寄付のお願い

1編でも多くの原稿を印刷できますように寄付をお願い

しております。1冊2,000円で何冊でも結構です。寄付をして頂いた方には論文集を2冊贈呈いたします。1冊は図書館や学校に寄贈して頂ければ幸いです。寄付は6月末日まで受け付け、寄付をして頂いた方々の氏名を論文集に掲載し、謝意を表します。

申し込み方法は、郵便振替、京都5-158892 JALTです。本誌に同封の振替用紙を御利用ください。10周年記念論文集寄付「口」と明記してください。

## 10周年記念論文集寄付中間報告

以下の方々より10周年記念論文集へ御寄付を頂きました。氏名を掲載し、謝意を表します。

大学生用英語読解教材研究グループ(北尾謙治、Vincent Broderick、Barbara Fujiwara、北尾 S. キャスリーン、宮本英男、Leslie Sackett、宮崎順子、吉田信介)

(cont'd on page 46)



# 全国語学教師協会

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

国際化の急激に進む今日、国際ビジネスマンを教育することは、各企業内にとって必要欠くべからざるものと言える。当セミナーは企業の国際人教育、とくに語学教育を促進することを目的とする。

今回のセミナーでは、企業内語学教育研修の抱える諸問題を、「職場のニーズにどのように対応するか」といった観点にポイントを置き Group Discussion 形式を主体として具体的な意見交換・討議の場とする。

**対象者：** 現在語学教育を行っている企業，及び企画中の企業の関係者

**日時：** 5月24日(金) 10:00～18:00

**会場：** 松下電器産業海外研修所 A-109番教室

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## プログラム

- |       |  |                          |                   |
|-------|--|--------------------------|-------------------|
| 9:00  | 受付   |                          |                   |
| 10:00 | 開会の辞   | JALT会長帝塚山学院大学教授          | James. D. White   |
| 10:10 | 挨拶   | 松下電器産業海外研修所長             | 秋田 忠志             |
| 10:20 | 講演   | "合宿研修の体型とその問題点"          |                   |
|       |  | 三洋電機能力開発部海外要員研修課         | 中西 基員             |
|       |  |                          | Patrick E. Graupp |
| 11:20 | Aコース   | 海外研修所施設見学                |                   |
|       | Bコース   | ビデオ教材の使い方研究              |                   |
| 11:50 | 昼食   |                          |                   |
| 12:50 | 4つのテーマに関する基調スピーチ(各10分)                                       |                          |                   |
|       | A "語学研修制度の定着化とその模索"  | 大阪ガス人事部人事課長              | 杉山 好一             |
|       | B "Implications and Consequences of Changing a Program Name" | 住友金属工業人事開発部語学研修担当        | W. Matreyek       |
|       | C "海外要員語学研修の抱える問題 今後の対応"                                     | 大日本スクリーン製造人事課長           | 原 浩               |
|       | D "海外要員集中研修におけるカリキュラム"                                       | 竹中工務店 国際本部課長             | 渡辺 治夫             |
| 13:30 | 休憩・各分科会会場へ移動   |                          |                   |
| 13:40 | Group Discussion (90分)                                       |                          |                   |
| 15:10 | 休憩   |                          |                   |
| 15:20 | Group別発表(5分), Q&A(10分)×4(60分)                                |                          |                   |
| 16:20 | 全体のまとめ、閉会の辞  | JALT副会長、サイマル・インターナショナル社長 | 小松 達也             |
| 16:40 | 懇親会  | 海外研修所食堂(6時まで)            |                   |

## 参加費及び申込み方法：

参加申込みは下記へ参加費を郵便振替にて送金して下さい。

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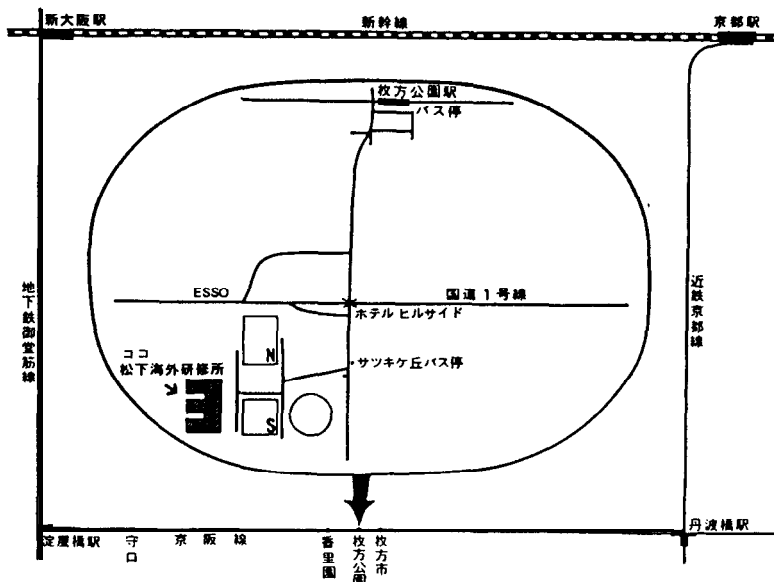
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JOURNAL

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（ 所要時間はいずれも約 1 時間 ）

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September 14 - 16, 1985

Kyoto Sangyo University, Kita-ku, Kyoto

# opinion

*Last month in this column A RESPONSE TO SHISHIN was, as readers no doubt noticed, a response to a contribution by Mr. Shishin one year earlier. Due to a number of complications, Mr. Grabe's response did not arrive at The Language Teacher until 1985. The contributions below, however, are concerned with the opinions expressed by Mr. Shishin, and Mr. Redfield, in the most recent OPINION columns.*

## A PLEA FOR PROFESSIONAL TRAINING IS NOT A CALL FOR A PURGE

By Charles W. Gay, Temple University  
Japan

The response of Alex Shishin (Feb. 1985 to Michael Redfield's letter (Dec. 1984) in the Opinion column borders on being a sarcastic rationalization for condoning the practice of employing anybody who speaks English to be a teacher of English. Nothing in Michael Redfield's letter calls for a purge, as Alex Shishin asserts. Instead it is an appeal for professionalism in TESOL, an appeal that has been made by both Teachers of English to Speakers of Other Languages (TESOL) and the Association of Teachers of English as a Second Language (ATESL). A section of the National Association for Foreign Student Affairs (NAFSA). To undermine that appeal sets us back years in our attempt to gain recognition as an academic discipline.

I shudder to think of what would happen if our Intensive English language programs in U.S. and British universities had followed Mr. Shishin's advice and hired teachers of "virtually any background." He questions the use of the term *related field* in announcements of job openings and suggests that there is some mystery in that term. Of course there are related fields, and Applied Linguistics and Foreign Language Education are perhaps the two closest fields to Teaching English as a Second Language. True, the terms *background* and *experience* do not necessarily mean that a person has an academic degree, but they certainly do mean some time spent in related activities. A teacher of English with Peace Corps training and experience would have more background for teaching English as a second language than a teacher of biology, or physical education, or psychology.

Of course there are good teachers who have not had professional training in TESL, as Mr. Shishin points out. Of course there are bad teachers who have had such training. There are also good and bad doctors, but a person cannot practice medicine without appropriate training and a degree, and occasionally we read about a fraud who got by for years posing as a doctor until some calamity occurred.

Mr. Shishin admits that his examples of leaders in the field with degrees in unrelated fields may be exceptions. I would say they are definitely exceptions, and while they do indeed "add vitality to the ESL field," it is the thousands of teachers who have degrees in TESL or related fields that provide the day-to-day special expertise required to keep ESL classes on solid professional ground. For every artist and world traveler who "drifted into ESL" and is a successful ESL teacher, there must be hundreds who have attempted the task and failed.

ESL is not a "generalist's paradise," as Mr. Shishin claims. Just because a person can talk about culture, or edit, or explain the difference between a harpsichord and a piano, doesn't mean that he can or should teach ESL. Since we use language to talk about everything in this multi-dimensional world, then any context can provide the material used in the ESL classroom. But it is how that context is used that counts: and those most qualified to use that context in teaching ESL are trained ESL teachers.

As an administrator for many years in ESL programs, I would not hesitate to require that a candidate for a position have a degree in TESL or a related field as the first requirement. Then I would take a look at that person's background and experience and then in an interview try to determine whether or not that person had developed the sort of personality and approach to teaching that make the classroom dynamic and interesting for the students. I would feel no compunction in advising someone interested in teaching ESL to get a degree in TESL as soon as possible.

Mr. Shishin's suggestions for improving ESL teaching in Japan are good, and I doubt that anyone would disagree. Certainly the practice of "rotating out" foreign teachers is deplorable. But that has nothing to do with professionalism and qualifications. Mr. Shishin has a right to his opinion; I hope not many people in positions to hire teachers of ESL will agree with that opinion. And instead of expressing his views in bitter sarcasm and sending warnings about purges to those of us with other viewpoints, I would suggest that he join us in encouraging schools in Japan to find the most qualified people they can to teach their students.

## TEFL EMPLOYMENT, TEFL TRAINING: A VIEW OF THE REALITIES

By William A. Moss

Michael Redfield (Dec. 1984) and Alex Shishin (Feb. 1985) seem to differ little in their views, except in emphasis. Mr. Redfield allows that some non-TEFL degree holders may be "good" EFL teachers Mr. Shishin counters that even some TEFL degree holders may not be

(cont'd on next page)

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"good" EFL teachers. Both agree that we must be concerned with the hiring of "good" EFL teachers. Neither addresses the issue underlying all that rhetoric: teacher qualification vis-a-vis hiring criteria. The question is, *Who gets the job?*

Reality dictates that the candidate displaying whatever mix of abilities, experience, cheapness and availability that an employer has in mind gets the job – and *that* maybe whoever scrapes past the minimum standards. Opportunities to choose a la Mr. Redfield's dream and Mr. Shishin's nightmare are laughably few ~ as are JALT's chances of surviving a debate on hiring criteria, much less enforcing "professional" standards. Perhaps it's just as well that this dangerous task is out of our hands.

Gradual establishment of *market* -- not *professional* – standards is being brought about not by us, but by economic pressures. During the English boom, jobs were abundant and foreigners were not; virtually any foreigner with a voice was a hireable novelty. Schools' profits were high, the public was in the grip of a fad, and standards were all but unnecessary. EFL schools have seen a sharp drop in enrollment; many have become financially marginal or have folded. Competition for decidedly unfad-like corporate accounts and far less dazzled private students has intensified.

Schools wishing to survive must sell their programs. To do so, they must obtain and offer quality instruction as *measured by clients' standards*. Those standards, as many of us know (Touched up your resume lately?), are based less on merit than on respect for background, reverence for expertise, and utter abandonment to prestige (yes, the name of your university, too). Look at the brochures in circulation; listen to what Japanese front men tell prospective clients. They're selling "professional" teachers and programs. At *our* insistence, our resumes have gained high face value here: if they're suitably impressive, they're brought along as part of the sales package. In this setting, a simple formula governs TEFL sales pitches and hiring decisions: a Ph.D. beats an M.A.; an M.A. beats a B.A.; and in a tie, the specialist/"expert" wins.

Recent increases in want ads demanding TEFL background indicate that the Japanese EFL market is becoming TEFL-degree-(specialist-)conscious. Serious and not-so-serious TEFL degree programs are popping up, and the supply of TEFL degree holders (domestic and imported) is increasing. Because they'll be plentiful, because they'll look good on paper, and/or because they'll actually *be* good, TEFL specialists are going to corner the market on the choicest TEFL jobs. As criteria become more standardized, cases will arise where excellent teachers are discriminated against in favor of less-than-excellent ones. This is an inevitable and regrettable cost of standardization; one of its benefits may be that overall EFL teaching quality will improve.

Whether for good or ill, the fact is that

TEFL credentials are becoming requisite for employment here, and talented teachers (by whatever measure) with "substandard" credentials may fall upon hard times. While hiring criteria are still flexible, we should aid them in any way we can, because (1) we would be doctrinaire and asinine to hire against the best interests of our students; and (2) teaching genius should be sought after and nurtured. To exclude talent from the classroom for want of obtainable credentials is to rob our students and to impoverish TEFL as a profession. Teachers whose jobs seem threatened should be encouraged to seek a TEFL degree or certificate for the sake of their careers, their students, job security, and teaching competence. Unless we wish to *remain* spectators without prerogatives in the evolution of Japanese TEFL, JALT should consider becoming involved in the developing transition. The organization we build and the careers we save may be our own.

If you're a non-Japanese EFL teacher in Japan, hold no professional degree nor have one pending (hence, have no TEFL job prospects back home and few elsewhere), and have no "bomb-proof" job complete with plans to retire here, you're either a dabbler or an economic exile. You should start thinking about your future – before it arrives. If you teach only because you *have* to, please quit: you and your students deserve better. If you truly want to build a career in TEFL, please consider earning a TEFL degree. It takes time, hard work and money, but it repays in increased employment opportunities (mobility) and job security. It also provides a solid foundation of professional competence. I have one, and I benefit from it every teaching day.

The people I studied with brought a kaleidoscope of personality, talent, and professional, academic and international background to every class. Their feedback and support were an essential and invaluable part of my education. Added to these were the benefits of learning from dedicated, informed professionals and visiting specialists from various fields. We studied more than theory, methods and materials; we studied *ourselves*, as teachers.

In the EFL classroom, this training helps you to gain and transmit a broader palette of techniques, with greater stability and direction. Your students will spend less time as perplexed guinea pigs and more as focused, comfortable and confident language learners.

Of course there are very capable EFL teachers who have had no TEFL training. Some sat next to me in class, and enriched the experience for all of us. They and other teachers who returned to get a TEFL degree will tell you that the experience magnified their ability to teach and to enjoy teaching – and their hirability. No program can guarantee to provide that special quality which raises some teachers above others, but have it or not, students completing a reputable TEFL program will be far better equipped

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## 30 I love you, Jacqueline

Larry: Please marry me,  
Jacqueline. I want you. I need  
you. I love you.

Jackie: I'm sorry, Lawrence,  
I can't.

Larry: Oh, Jackie, why not?

Jackie: Well, Larry, I like you  
... I like you a lot ... but  
don't love you.

Larry: But Jackie, love isn't  
everything.

Jackie: Oh, Larry, you don't  
understand ... for me love  
everything.

Larry: Do you ... love anot  
man, Jackie?

Jackie: Yes, Larry, I do

Larry: Not Michael Kennedy

Jackie: Yes, Michael Kennedy.

Larry: But he doesn't want you  
He's engaged

Jackie: I know

Larry: But Jackie, Mike isn't  
rich man. I can give you  
everything. What do you  
want? Clothes? Money?  
Travel? A house in Palm  
Beach?

Jackie: No, Larry, I don't want  
those things. I only want

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# JALT UnderCover

## **TEACHING THE SPOKEN LANGUAGE.**

**Gillian Brown and George Yule. Cambridge University Press, 1983. 162 pp. Cassette: 19 min.**

A recent book in the Cambridge "Language Teaching Library" series, *Teaching The Spoken Language*, with its accompanying cassette of recorded extracts, is an important addition to the field of materials for language teachers. Teachers, teacher trainers, and course designers, whether concerned with English as a second or foreign language or with other languages, would be well advised to consider seriously the ideas elaborated upon by Brown and Yule on the teaching of the spoken language.

The approach developed in this text is based on, as the subtitle explains, "the analysis of conversational English." Both Brown and Yule did extensive research on various aspects of the spoken language, mostly at the University of Edinburgh, and the text under review is one result of that work. Essentially, in order to arrive at a different perspective on the teaching of the spoken language, the authors first looked at how the spoken language differs from the written language. They chose not to elaborate on pronunciation and intonation, vocabulary and grammar, or social variation, but rather concentrated on the use of language for communication, looking at both the speaker and the listener in interaction. As such, much of their work is derived from the field of discourse analysis.

There are four chapters: "The spoken language," "Teaching spoken production," "Teaching listening comprehension," and "Assessing spoken language." The cassette, only 19 minutes in length, has 26 recorded extracts of natural spontaneous speech, all to illustrate particular points brought up in the text. It was not meant to be a teaching tape; some of the recordings were done in noisy environments, resulting in variable quality. There are many other extracts simply transcribed in the text.

In chapter 1, "The spoken language," the authors take the reader through a series of points, heuristically leading him/her to form certain conclusions or draw certain insights concerning just what characterizes the spoken language. Neither the reader familiar with discourse analysis nor someone with only curiosity about language and how it works would have difficulty following what is a very sensible yet provocative way of looking at language.

First of all, Brown and Yule examine some

ways in which the spoken language and written language differ. They point out that even the speech of highly educated speakers is syntactically much simpler than their written language; clause conjunctions tend to be simple as well (so because, but, when, then, etc.); incomplete sentences are common; and relatively little information is found in a chunk of spoken language. Compare natural, spontaneous speech, then, with what is found on most audio tapes recorded for language teaching, where very often one has "written language spoken aloud."

Once it is established that the spoken and written language do differ from each other considerably, the "Functions of language" are analysed, limiting the choices to a binary one. Brown and Yule describe two categories: the transactional function, when it "matters that information is clearly conveyed," and the interactional function, when maintenance of social relationships is of primary importance. Most written language tends to be transactional, although a love letter might be most interactional as is most "chat" between and among individuals.

The authors then look at characteristics of the transactional and interactional functions of language, the ability of non-native as well as native speakers of a language to engage in short (one or two utterances) and long (a string of utterances) turns, and, finally, the most feasible and appropriate models of the spoken language to be used in language teaching.

Chapter 3, "teaching spoken production," follows with ideas on how to go about developing a course to implement the approach to the spoken language introduced in the first chapter. The authors consistently remind the reader of the need to arrive at clearly-defined, feasible objectives first, objectives that are reasonable as well from the point of view of natural, conversational English. They suggest attention be paid to "communicative stress" -- conditions in the communicative situation may be more, or less, comfortable for the speaker (for example: whether the listeners are peers or "juniors"); and to the level of cognitive difficulty involved in a classroom task (for example, recounting a story with two vs. four or five characters).

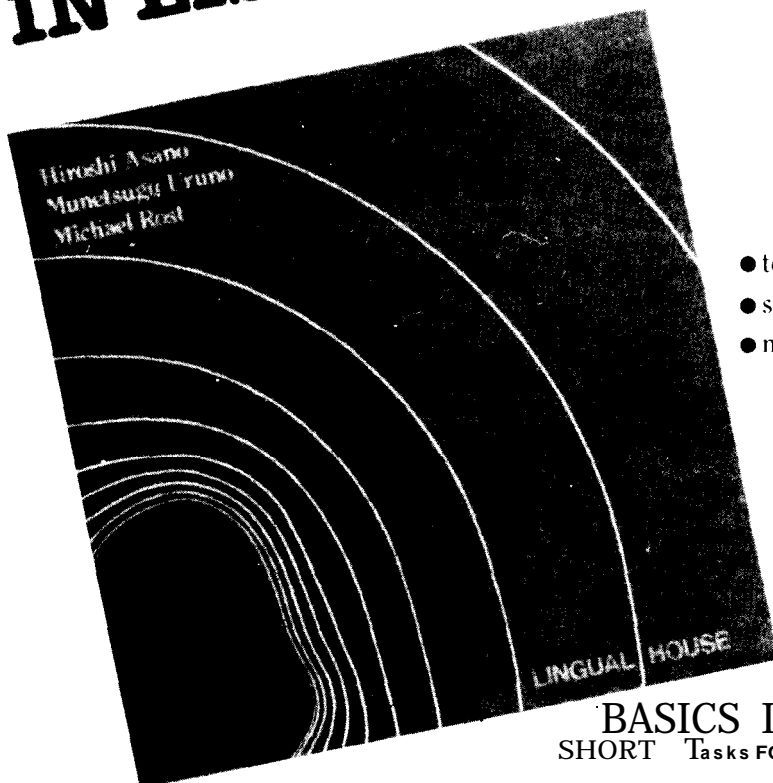
In the third chapter, "Teaching listening comprehension," again, using a discourse analysis approach, Brown and Yule force the reader to recognize the complexity of attempting to teach listening comprehension, an area considered by many to be "simple" in comparison with teaching spoken production. Often exercise types used to test comprehension of a written passage are borrowed to do the same of a passage of spoken language, yet we instructors construe the exercises to be "teaching" listening comprehension skills. What listening comprehension might mean for a native speaker is a possible starting point to get a handle on the subject; native speakers, it seems, do not expect one hundred percent comprehension; they rely on prediction, context,

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## BASICS IN LISTENING



- textbook ¥960
- set of three cassettes ¥8000
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Hiroshi Asano  
Munetsugu Uruno  
Michael Rost

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stereotyped knowledge, and the principles of analogy and minimal change – in addition to other processes ~ in order to achieve a tolerable comprehension level. This analysis of Brown and Yule's is followed by suggestions for choosing materials, grading them by such variables as the speaker, the intended listener, and the context. The final section of this chapter presents one way a teacher might use a taped conversation to facilitate a student's understanding.

The last and final chapter is essentially about testing, about assessing the spoken language, covering a wide range of topics and concerns, while providing an actual program. Rationales are given for having students make audio tapes of speech in "different modes," that is, description, descriptions/instructions, storytelling, and opinion-expressing. Task types are explained along with scoring procedures and the underlying principles of the methodology. A mere six pages are devoted to the question of assessing listening. Brown and Yule conclude that, as researchers have not yet provided any clear insights into how listeners achieve understanding, it is necessary to abandon the naïve assumption that assessing listening comprehension is "easy" in comparison to assessing the spoken language.

Brown and Yule's analyses, insights, and suggestions about the teaching of the spoken language and the assessment of listening comprehension can leave the reader feeling uncomfortable. Aren't most (all?) teachers guilty of the "sins" described? Don't we all often "test" students' recall of content we already possess rather than help them acquire new skills? What can we do then to enable students to develop their listening comprehension if all the current theories and approaches must be questioned, if not discarded? As the authors gently, subtly poke fun at all of us, we are forced "furiously to think," in the words of one colleague.

Yet their suggestions all have caveats; they let the reader know explicitly or implicitly that they are not saying they have "the answers." And the text is not without some negatives; since speaking and listening are so closely linked, it is possible to lose track of which of the two is the focus of a particular passage ~ but that may be the fault of the reader, not of the authors. More importantly, the short discussion of the problems of assessing listening comprehension is weak and needs further elaboration.

Over and beyond the clicks of enlightenment that occur along the way as one reads this thought-provoking work, it is in this reviewer's opinion a refreshing book because Brown and Yule refuse to toot their own horns. Their carefully-done research is shared with the reader as if the reader were a colleague; they are careful neither to patronize nor to talk over the head of the non-specialist instructor. Combining theory and research, Brown and Yule have produced clear, very practical, well-developed examples a teacher could use almost immediately for classroom tasks and assessment procedures. This reviewer even used parts of the text and the

cassette to teach a very basic course on discourse analysis to non-specialists and found it very useful.

Reviewed by Virginia LoCastro  
Simul Academy

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**SPEAK TO LEARN. K. James. London: Collins ELT, 1984. 94 pp.**

**Speak to Learn** by Ken James, a new addition to the Collins "Study Skills in English" series, claims to strengthen one's oral confidence. Aimed at Intermediate-to-Advanced level students in an English-speaking environment, the book provides practice in the language needed for effective participation in seminars or group discussions and for social interaction with teachers and other students.

The author carefully plans the design of the speech activities, preparation of the students, and selection of the subject matter *to* involve students in learning spoken English. He uses the imitation method, completion method, interview method, and role play to organise the course at three theme-levels: (a) student roles, (b) the learning environment, and (c) the academic system. He further sub-divides each level into three separate units; each unit consists of three sections with language focus on questions, comments and opinions, and explanations and extended opinions. The book makes extensive use of groups and paired activities, problem-solving activities, role-playing, etc.

The detailed 'Notes to the Teacher' section (pp. 66-76) offers practical suggestions, clarifying the teacher's role in the management of oral English teaching.

Though it may not be very clear what constitutes oral proficiency in a communicative situation and just what the specific variables are which interact in the communicative process, development of certain oral communicative abilities is necessary for academic success in the second language medium. Such spoken language abilities include: turn-taking, asking and answering questions, presenting specific sorts of information clearly, introducing a topic or expanding an earlier speaker's topic, expressing opinions/comments, adding one's own interpretation, qualifying or disagreeing, recognising a breakdown in communication, responding to interjection, summarising/signalling an end of speech, etc.

James' book contains practice exercises to develop some of these abilities. The teacher can organise oral experiences for the students either **linearly** (i.e., he/she can take them through each unit at each level or work in order of appearance) or **cyclically** (i.e., he/she can go from Unit A1 to Unit B1 to Unit C1, and then back to A2 and on to B2 and C2, etc.). Also, individual work can alternate with pair/group work, enabling

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# Start with Hello! “まずは/ハローから”

Basic Conversations for Listening and Speaking Practice

John Battaglia and Vickie R. Christie



本書はヒアリングから実際のスピーチへと導く入門及び初級者用会話集です。

テキストはキャリアウーマンであるうら若き主人公が、より良い仕事にチャレンジしつつ ニューヨークからサンフランシスコへと旅する間に会う、

さまざまな事件を18のテーマにとりまとめたものです。

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会話はもっともひんばんに使われる表現を自然な形でとりあげたが、俗語、その他不適當と思われるイディオムなどは避けました。基本的な日常会話の習得に大いに役立つものといえます。

Eighteen short dialogues, using language drawn from the listening Conversation give students speaking practice in the use of essential structures and expressions.

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# YOSHI GOES TO NEW YORK

Authentic Discourse for Listening Comprehension

John Battaglia and Marilyn Fisher



本書はニューヨークに駐在する若きビジネスマン、Yoshiこと山本吉昭氏を主人公とした中級用会話テキストです。胸をふくらませ、ケネディ空港に到着する場面から始まり、アパートメント探しや、ニューヨークでの人々とのビジネス及び社交生活を12のテーマにとりまとめています。

各テーマごとに繰り広げられる会話は、豊富な語彙・語法で表現され、高度なヒアリングまた英語の包括的把握力を養うのに大変役立つテキストといえます。

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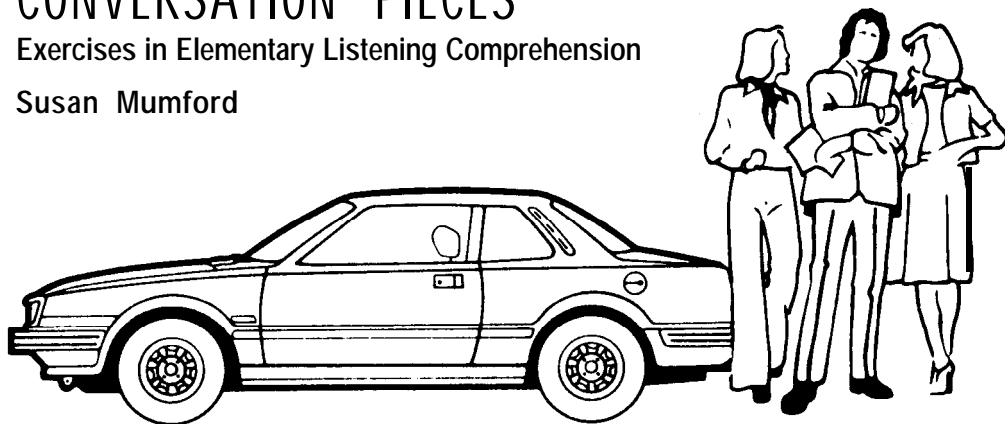
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Susan Mumford



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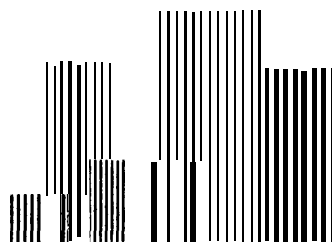
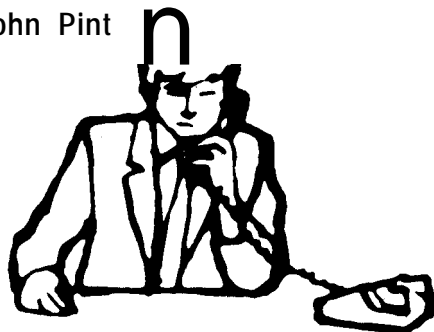


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(cont'd from page 26)

them to learn the social functions of language actively and creatively. This flexibility, as part of the management of learning, should help students with learning strategies as well.

A three-page 'Supplementary Language' section is further helpful in that it lists, for example, the language needed for interrupting and asking for clarification of the speaker's meaning.

The accompanying two C-60 cassette tapes are indispensable not only to learn to speak but also to complete the various exercises in the nine units of the book. Though the tapescript is provided in the 'Answer Key' at the end of the book, one needs to develop an awareness of the interjections, hesitations, redundancies and the intonation and stress of language used in natural conversational speech. Since the book is meant for adult learners, the dialogues centre round a single topic, often discussed in a question-answer sequence.

An adult student should not only be able to say the right thing at the right time but also to demonstrate, as part of his academic conversational strategies, a complex syntax with appropriate tone and gestures. Forms like *Would you mind*, *I wonder if*, *I'm afraid*, *I couldn't*

*agree/disagree more*, *I'd just like to make a quick point here, if I may*, *I can't help feeling*, etc. are commonly used in conjunction with other language and non-language signals to avoid misunderstanding, non-comprehension of an utterance, or its difference from current usage that affect oral communication for academic purposes.

The usefulness of *Speak to Learn* is unquestionable in the context of spoken English for Academic Purposes. It should be valuable for those who intend to study in a British university and want to have an understanding of the system of education in the target culture. But, to others, the contents of the dialogues/discussions/opinions may seem culturally biased, since the student roles, the physical, socio-cultural and human environments, and the system of admission and examination, as presented, related to the U.K. only. Had the teaching materials been derived from recordings of the specific situations that cause difficulty in oral academic activities of advanced students in a discipline, the appeal of the book would have enhanced. Even as it is, however, the book is attractive and replete with opportunities for learning creatively.

**Reviewed by Dr. R.K. Singh**  
Assistant Professor of English

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**PRACTICAL MEDICINE.** Henry S. Berman, M.D. *et al.* Macmillan, 1984. 115 pp. (no price given)

*Practical Medicine* is from the Macmillan's series of "Career English" titles, and can be categorized under the heading of ESP (English for Special Purposes), as it is specifically directed to students with a medical profession. This book is intended for students who have already acquired a high level of competence in English (upper-intermediate), as well as expertise in the field of medicine. This book has been designed to teach the special terminology of medicine and how to communicate with it in English. A previous grounding in grammar is essential, as the book is based on a lexical input rather than a grammatical one. There is little actual medical explanation, so students without a proficiency in medicine will find it difficult to progress. The same applies also for teachers who are considering using this book: that is, those teachers without some knowledge of medicine will be handicapped to guide students with this text. Students who will be interested in *Practical Medicine*, therefore, are those who need to use English in their work and would like to improve their fluency in specialised, medical language for communicative purposes.

The contents of *Practical Medicine* comprise eight units, each one dealing with a particular medical problem, for example *Tonsillitis*, or *Duodenal Ulcer*. These units are preceded by a section of 'Preliminary Drills' which revise basic structures and essential vocabulary used when communicating with patients or other doctors. (For example, *Have you ever had diabetes, pneumonia, hepatitis*, etc.?) Each unit is based on one patient's case history of the particular ailment, and is divided into a number of lessons (about six on average) each dealing with a different aspect of the story, which progresses in chronological order. So Lesson 1 is about the first visit to the doctor and describing symptoms, followed by doctors diagnosing and discussing treatment, with the last lesson having the patient on the road to recovery. Each lesson begins with a section of practice sentences, in which key terms pertaining to the topic of the lesson are introduced. These terms are then used in a realistic dialogue between doctor and patient or doctor and colleague. Pronunciation practice of the relevant medical terminology and substitution drills are also included in the unit, although they do not appear in every lesson. The book concludes with an appendix of abbreviations and a list of technical vocabulary used in the lessons, and finally there is a space for students to make their notes.

The bulk of the material is in the form of practice sentences and dialogues. The exercises, basically through repetition, involve pronunciation and fluency practice of medical terminology and key expressions, which are essential for doctors working in English. There is an optional cassette tape, which, considering the oral orientation of the book's contents, is highly recom-

mended.

The book can be used independently by the student or in the classroom, directed by the teacher. The only strategy for using this book ~ as is indicated in the introductory preface ~ is reading (and/or listening) and repeating fixed sentences. The student is required to read and repeat ~ or listen (to the teacher or the cassette) and repeat ~ the practice sentences at the beginning of the lesson and the subsequent dialogue in which the same sentences occur again. The practice sentences (a list of 20 to 30 on average) are all written from the point of view of the doctor, although they may recur in the dialogue as being spoken by the patient, which makes the practice slightly more realistic (i.e. using reported speech). Sometimes there are also pronunciation drills and substitution drills to be repeated, too. There is no explanation of grammar or vocabulary, which may cause problems for independent students. Also, students studying alone would be well-advised to use the cassette, as there are no pronunciation notes.

Used in the classroom, the teacher can provide correct pronunciation, and even replace the tape if necessary. The book may be more lively when used in the classroom, as the dialogues can be practised in pairs. The most important task for the teacher is to vary, and expand on, the somewhat monotonous exercises. The whole book lies more or less in the introductory and very controlled practice stage of the lesson. There is no kind of free-stage practice requiring the students to try to use the new language without any guidelines; therefore this kind of practice depends on the imagination of the teacher. Furthermore, it is also up to the teacher to invent revision or testing exercises.

*Practical Medicine* is best used as a supplementary textbook aimed at improving pronunciation and fluency, realising that students are not helped to know when to use, or how to vary, the set phrases. For students of such a high command of English as the book requires, the exercises are rather simple and uninteresting. Relying on this book for a whole lesson can hardly be successful without inventing some further development exercises in which the students can try more freely to produce the structures learnt. Despite the lack of variety of exercises and tasks, the book certainly does provide a very good stock of materials and situations which can then be exploited with the teacher's own methods.

With regards to Japanese students, I have found this textbook very useful. Many doctors are competent in medical terminology, but lack the ability to be able to connect the words to make meaningful and correct sentences. Here the terminology has already been put into a variety of grammatically correct sentences, which can be studied and memorized through repetition. Japanese students seem to feel more secure and confident learning set phrases by heart, and do not seem unduly bothered about the lack of room for their own creativity.

(cont'd on page 36)



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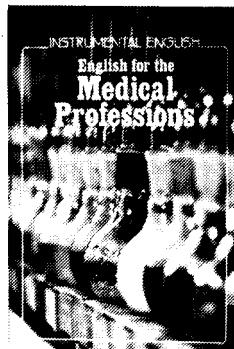
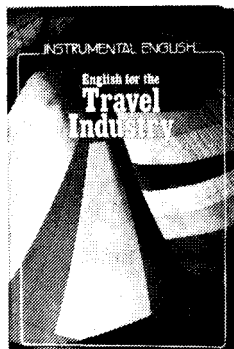
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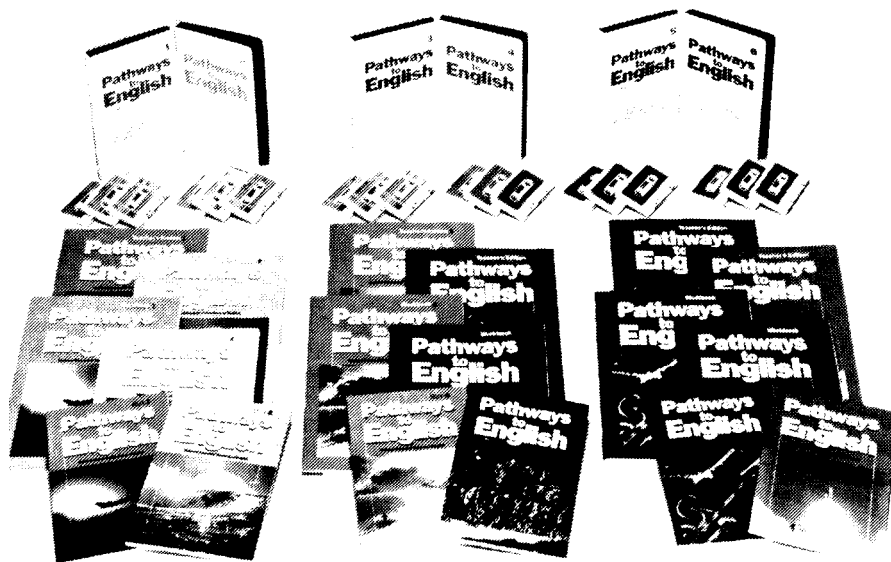
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(cont'd from page 32)

*Practical Medicine* is designed to familiarize students with idioms and technical terms in the field of medicine. Although there is not much help for students to use the language independently, the book does provide a basic grounding in pronunciation and fluency in a wide area of medical situations. For students who are hesitant and afraid of speaking (as is sometimes the case with Japanese students), this text can be very valuable in building up confidence, as well as fluency, in using medical terminology.

Reviewed by Merinda Wilson

**PRACTICAL SURGERY. Henry S. Berman, M.D. et al. Macmillan, 1984.**

*Practical Surgery* by Henry S. Berman, M.D. et al., is one volume of Macmillan's "Career English" series, which "is intended for students who have some proficiency in English as well as a working knowledge of their own professional fields, designed to teach the special terminology students need in order to communicate in English within their career areas." Moreover, from the design of the book, one can readily discern that *Practical Surgery* is aimed primarily at professionals who will be practicing in a native English-speaking environment. Though the problems are hardly insurmountable, both of these factors tend to limit somewhat the book's facilitation in Japan.

English proficiency among the professionals at our attached hospital varied widely: some are well below the intermediate level of English skills needed to benefit from this text; others are near, at, or above this level. All, however, are quite familiar with medical terms in English. There are two reasons for this: first, many of the texts used in medical school are in English and students must laboriously decode them in order to understand them; second, part of the responsibility of interns and young residents at Japanese teaching hospitals is to assist their professors in research and writing reports on that research in English.

Moreover, the doctors in Japan wishing to use English almost invariably wish to use it in one of two ways: for study abroad, usually in a non-clinical capacity, or for writing papers – either for publication in English-language journals or for presentation at international conferences. Given these conditions, the question is: is there an application for *Practical Surgery* in Japan? (To assure the reader that I am not being unnecessarily disparaging of this text, I should say this is a question which can be asked of texts in general. Written for the widest possible market, they resemble the bathrobe labelled "one size fits all" – all but those people in our classes, it often seems.) Coming back to this particular text, I think the answer to my rhetorical question is yes. Most doctors here do need help in varying degrees with pronunciation and, in this regard, the text can be of value. Moreover, the dialogs can help Japanese medical

professionals to become accustomed to the structure of medical work-ups in English,

If working alone, the user would definitely need the accompanying tape to benefit. On the other hand, if the teacher is to use *Practical Surgery* without the help of the tape, he or she would need to become familiar with the vocabulary. ("Watch it bud, or I'll sock you 6 cm below the *xiphoid*!" "Huh'?" That's the *solar plexus*, which is only obvious if you know that the *xiphoid* is the base of the *sternum*.) But, more important, since most professionals skilled in English at the intermediate level would find the repetitive nature of the drills in the book less than inspiring, the teacher must be innovative, using it as a supplement or starting point from which to develop and practice lexically, syntactically, and rhetorically more complicated – and more interesting – dialogs.

Reviewed by Ron Gosewisch  
Nagasaki University

## REVIEWS in BRIEF

**SAY IT IN STYLE: A CULTURAL AND CONVERSATIONAL APPROACH TO THE USE OF TWO-WORD VERBS. Chris Mosdell and Motokiyo Fujii. Kinseido, 1983. 92 pp. ¥980.**

This is a good book. The title is attractive, and the sub-title states the book's aims in a nutshell. It also helps to get the word "cultural" on the cover – apparently a must these days.

The division into 12 chapters makes for easy planning over a university year. Each chapter has a 250-word text followed by explanations and exercises, some of which are in Japanese: this will be welcome to most students and teachers.

Fifteen or so two-word verbs are presented in each chapter; they are practised in a variety of ways after being introduced in the reading text. The choice of verbs appears to be more or less random, with no confusing distinctions drawn between prepositional, adverbial, adverb-plus-prepositional, etc. No ridiculously obscure items are used, so that any student gaining a command of this material really would make a valuable step towards fluency in natural, modern English.

All the reading passages are on some aspect of British life (hence the word "cultural"): dry jokes, strikes, the Queen, etc.

For this Englishman, having to talk about my own country from a textbook every week is rather boring, but many of my students claim it is interesting, and many other teachers would probably enjoy it.

If only there were a couple of essay topics in the blank spaces at the end of each chapter and the three Revision Units, this would be a com-

(cont'd on page 39)

# JALT—全国語学教師協会について

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

JALTは、1976年に、関西地区在住の語学教師数人により設立され、現在では、日本全国に約2,700名の会員を持つ全国組織となっています。また対外的には1977年に、英語教育の分野で世界的影響力を持つ英語教師協会 (Teachers of English to Speakers of Other Languages—TESOL) の加盟団体となりました。

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商業会員—年次国際大会や例会等で、各社出版物等の展示を行なうことができる他、会員名簿の配布を受けたり、JALTの出版物に低額の料金で広告を掲載することができます。

詳細は、〒168 東京都杉並区永福1-33-3

商業会員担当 John Boylan

(電話 03-325-2971) まで。

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

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担当 伊藤真理子

## 語学教育と異文化問題

— 第4回企業内語学教育セミナーを終えて —

(Review of the 4th In-Company Language  
Program Seminar)

田久保 浩平  
(Takubo, Kohei)

第4回企業内語学教育セミナーは昨年11月22日(木)、川崎の東芝国際研修館において開かれ異文化問題と海外進出とのかわり合いについて、体験を通しての報告があった。今セミナーは、日本商工会議所、グローブ社、英文読売、アルク、日本工業英語協会、朝日イブニングニュース、東芝人材開発部など7団体の後援を得て行われた。関西、名古屋地区よりの参加者を含めて70名をこす多数の参加者を得て会場は熱気につつまれ盛会であった。

今回のセミナーは、企業が海外に支店、工場を建てる場合、どんな問題にぶつかるかを先進企業の体験を中心に議論がすすめられた。現在、海外に工場あるいは駐在員事務所を開設している日本企業は7,000社をこえている。ここに働く長期滞在の日本会社従業員は、家族を含めると25万人、現地より雇用している、現地従業員は110万人をこえている。又、外国企業の日本進出も最近急速に増加しており、日本に根をおろした外国企業は1,500社、これら企業で働く日本人従業員は30万人といわれている。このように企業の相互乗り入れが、今後はますます盛んになるものと思われる。

9時30分にJALT会長Jim Whiteの開会の挨拶の後、東芝人材開発部長佐藤明佑氏による東芝の全体像の話があった。引き続き、東芝の教育主幹である岩井嘉章氏により、東芝の国際人教育の内容の紹介があった。岩井氏によると東芝においては、1969年に人材開発部が設置され語学教育がはじめられた。1972年には、海外要員養成制度が発足し、国際人養成プログラムがスタートしている。現在まで、この研修制度にもとづいて、海外研修生として300名が海外に派遣されている。東芝関係の海外工場および海外駐在員事務所は70ヶ所、ここで働く日本からの駐在員数は450名である。年間の海外出張者は8,000名、現地雇用従業員15,000名ということであるが、10年前と比較して、日本企業の海外活動が如何に活発化しているかがよくわかる。

これらの海外要員を養成するプログラムが4つ組まれている；(Aコース)語学研修プログラムとして150時

間/4週間のインテンシブコースとなっている；(Bコース)海外エグゼクティブ養成コースとして、語学コースのほかにビジネス・シミュレーション・スタディ、地域研究、ハーバード・ケースなど盛り沢山のカリキュラムが組まれている；(Cコース)アドバンスト・スタディ・プログラムとして、研究・調査主体で1年半程海外事務所に派遣する；(Dコース)海外の大学院に派遣して修士課程をとらせる。

石川島造船化工機㈱、元代表取締役社長の桜井清彦氏は、シンガポール・ジュロン造船所で体験し学んだことを中心に、異文化のなかで生活する日本人の心構えについて、具体例をあげて説明された。ジュロン造船所の経営に17年間たずさわっていた桜井氏の話は、不均質社会いわゆる異質人種のまじり合い社会で暮らすにはどうしたらよいかということが中心であった。桜井氏はこのような社会のなかで暮らすには、まず自己の確立が大切で自己主張がないと相手にしてもらえない。又、同時に相手を理解することが大切であると述べられた。

本田技研工業の人材開発センター所長である木村敦氏は、1959年にわずか7人で設立したアメリカホンダが、1984年には現地従業員2,000名をかかえるまでに発展した成功の原因が何であるかについて話しをすすめられた。木村氏によれば、最近、優秀なアメリカ人が日本企業に集まるようになり、彼等は日本企業のなかに生き甲斐、仕事による自己実現に喜びを見出しているということである。アメリカ人と仕事をうまくやっていくには、①明確な目標の提示②役割分担の明示③たえざる訓練、新しい技術の開発④激戦のあとのねぎらいが必要であると述べられた。

創価大学の板坂元教授は、アメリカの若い世代について年代別のちがいを話された。1960年代は環境問題、人工授精などに見られるように、外に向かった理想主義の時代、1970年代になるとシラケの時代ともいえる風潮で、自己充足が中心となり、自己犠牲をさけ、私生活を守るための反核運動に参加したり、ジャズやアルコールにひたるなど1920年代と同じ社会環境になったというお話であった。

今回のセミナー終了後、出席者に対しアンケート調査を行なったが、多くの出席者からセミナーでは得る所が多くあり、今後も東京や大阪でこのようなセミナーを開催してほしいとの希望があった。次回は大阪で5月開催を予定している。このJALTセミナーが企業内語学教育の発展に少しでもお役に立てば幸である。

(cont'd from page 36)

position book, too. Of course, there's nothing to stop teachers making their own up, and using it in writing classes.

Reviewed by Paul Snowden  
Waseda University

**COMMUNICATIVE METHODOLOGY IN LANGUAGE TEACHING.** Christopher Brumfit. Cambridge University Press, 1984. 166 pp.

In the introduction, the author explains the viewpoint of this book, repeatedly stressing the importance of retaining the teacher's perspective. So he states first that research should never be separate from the actual teaching situations teachers or students are in.

This book is divided into eight chapters. The first chapter deals with the basic ideas researchers in language teaching methodology should take, quoting Popper and so on. But I've found the second chapter most interesting and helpful to get a larger perspective of the current situation as regards the various theories or proposed teaching methodologies. First he briefly describes the three mainstreams of how we look at the Chomskyan competence/performance dichotomy: a) transformationally-oriented linguists, b) the Hallidayan idea, and c) the third position, which accepts a competence/performance distinction, but extends the notion of competence to embrace all rule-systems that describe our knowledge of language and how to operate with it. From such a dichotomy in principle emerges a distinction which has been proposed for language learning: the recent trend is to put the emphasis on the possible interaction between 'linguistic form' and 'social situation,' and at the end of this chapter he suggests the necessity of integrating formal language work with creative construction through meaningful interaction. In chapter 3, he further explains the dichotomy, using a triangle graph linking 1) system of language, 2) socially-constructed significance, or cultural value of formal system, and 3) learner/user. Then he goes on to level some criticism against Dr. Krashen's theory, doubting the validity of a complete separation of acquisition and learning. This part of the book will attract people's attention most, as Dr. Krashen's theory seems to be very popular now. In chapter 4, he says, "we shall consider activities designed to promote accuracy and activities designed to promote fluency as complementary in the language teaching programme." Then, using four graphs, he shows us an interim model of the language-teaching process. In chapter 5, he puts great emphasis on the importance of the group, or group work in the classroom. In the remaining chapters, he further looks into problems related to the accuracy/fluency distinction, the content of language teaching, and language learning as an integrated process. Finally, he proposes to us a "fluency-based model of language learning."

Reviewed by Keiko Shibasaki

## booksbooksbooksbooks

### 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 30 April.**

### CLASSROOM TEXT MATERIAL/ GRADED READERS

- \* Andrews. *English for Commerce, elementary stage*. Hulton, 1981.
- \*Candlin. *Visiting Britain: The English You Need*. Hulton, 1984.
- \*Comfort et al. *Business Reports In English* ("Professional English" series). Cambridge, 1984.
- \*Richards & Bycina. *Person to Person*, books 1 and 2 (Student's books). Oxford, 1984.
- \*Richards & Long. *Breakthrough*, new edition, books 1 and 2 (Student's books, Teacher's books, Workbooks). Oxford, 1984.
- \*Rinvoluceri. *Grammar Games: Cognitive, affective and drama activities for EFL students*. Cambridge, 1984.
- \*Swan. *Act One in English*, books 1, 2 and 3. Hulton, 1983.

Ellin-Elmakiss. *Catching on to American Idioms*. University of Michigan Press, 1984.

Hamp-Lyons & Courter. *Research Matters*. Newbury House, 1984.

Kaplan & Shaw. *Exploring Academic Discourse*. Newbury House, 1983.

†Asano & Dowd. *Cultural Linkages between Japan, UK and USA*. Kinseido, 1984.

\*Asano & Kizuka. *World Events '85*. Kinseido, 1984.

†Bell. *Spotlight on Energy* ("Spotlight on..." series, Level 4: 1400 headwords). Cassell, 1984.

†Carrier & Evans. *Spotlight on Cinema* ("Spotlight on..." series, 1750 headwords). Cassell, 1984.

†Carrier & Pacione. *Spotlight on Rock Music* ("Spotlight on..." series, Level 3: 1050 headwords). Cassell, 1984.

†Christie. *Spotlight on Great Mysteries* ("Spotlight on..." series, Level 2: 700 headwords). Cassell, 1984.

†Curry. *Spotlight on Women in Society* ("Spotlight on..." series, Level 6: 2100 headwords). Cassell, 1984.

†Dean. *Spotlight on the World Cup* ("Spotlight on..." series, Level 1: 350 headwords). Cassell, 1984.

†Hasegawa & Wright. *This is America: readings with exercises*. Seibido, 1985.

†Koyama & Takashima. *Catch it! Bilingual news* (cont a on next page)

(cont'd from page 39)

using your eyes and ears. Shinozaki Shorin, 1984.

†Krone. *Background to New York*. Japanese annotated edition. Kinseido. 1984.

†Root & Matsui. *Campus Life, USA*. Kinseido, 1984.

## TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

\*Hope et al. *Using Computers in Teaching Foreign Languages* ("Language in Education: Theory and Practice" series, #57). Harcourt Brace Jovanovich, 1984.

\*Morley. *Listening and Language Learning in ESL: Developing self-study activities for listening comprehension* ("Language in Education: Theory and Practice" series, #59). Harcourt Brace Jovanovich, 1984.

\*Swan. *Basic English Usage*. Oxford, 1984.

\*Wyatt. *Computers in ESL* ("Language in Education: Theory and Practice" series, #56). Harcourt Brace Jovanovich, 1984.

Selinker & Glass. *Workbook in Second Language Acquisition*. Newbury House, 1984.

Underwood. *Linguistics, Computers, and the Language Teacher*. Newbury House, 1984.

*The Language Teacher* also welcomes well-written reviews of other appropriate materials not listed above, but please contact the book reviews co-editors in advance for guidelines. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan & Masayo Yamamoto, Shin-Ohmiya Green Heights 1-402, Shibatsui-cho 3-9-40, Nara 630.

## IN THE PIPELINE

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

Aitken. *Loud and Clear*.

~. *Making Sense*.

Allan. *Come into my Castle*.

Appel et al. *Progression in Fremdsprachenunterricht*.

Azar. *Basic English Grammar*.

Buckingham & Yorkey. *Cloze Encounters*.

Clarke. *The Turners at Home*.

Colyer. *In England*.

Comfort et al. *Basic Technical English*.

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

Gilbert. *Clear Speech*.

Granowski & Dawkins. *Career Reading Skills*.

Harmer. *The Practice of English Language Teaching*.

Hedge. *In a Word*.

~. *Pen to Paper*.

Himstreet & Baty. *Business Communications*.

Holden, ed. *New ELT Ideas*.

Jolly. *Writing Tasks*.

Jones. *Idea*.

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

Knowles & Sasaki. *Story Squares*.

Laporte & Maurer. *Structure Practice in Context. Acting Viewing Plus*.

Lofting. *The Story of Doctor Dolittle*.

McRae & Boardman. *Reading between the Lines*.

Milward. *English Poets and Places*.

Morgan & Rinvoluceri. *Once Upon a Time*.

Morrison. *Word City*.

Pickett. *The Chicken Smells Good*.

Pincus. *Composition*.

Rivers. *Communicating Naturally in a Second Language*.

Rubin & Thompson. *How to be a More Successful Language Learner*.

Saitz et al. *Contemporary Perspectives*.

Scarborough. *Reasons for Listening*.

Sell et al. *Modern English, Cycle Two*.

Sharpe. *Talking with Americans*.

Stokes. *Elementary Task Listening*.

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

Widdowson. *Learning Purpose and Language Use*.

Wright et al. *Games for Language Learning*.



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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.*

## CHAPTER REVIEW POLICY

Chapter Reviews (CRs) can be written in either Japanese or English, using standard expository style, with objective language, vocabulary and syntax in the language of choice. Japanese versions should avoid use of non-standard Japanese and Japanese-English phrases.

The CR should be a 150-250 word summary of the actual presentation, written without positive or negative evaluation. Comments about related social activities are not necessary. The editors of the English or Japanese versions reserve the right to edit, cut and, if necessary, reject the CR.

The CR should be submitted by no later than the first of the month preceding publication, typed, double-spaced, on A4 size paper, with as few editing marks as possible. The reviewer must identify him/herself with *full name* and *institution/affiliation*, the *chapter* where the presentation was given, and some indication of the *month* in which the presentation was given.

It is the responsibility of the chapter chairpersons to select the reviewer(s) and to avoid having two or more people report on the same presentation(s). A CR will not be published if the same or substantially the same presentation has been reviewed in *The Language Teacher* in the previous six months.

Longer CRs will be considered only on a case-by-case basis through consultation with the editor. If the presenter is giving information of substantial import to the *LT* readership, then a full-length-article type of review may be warranted.

Photographs are welcomed, though they should be in black and white and be related directly to the presentation. They should be labeled with a *soft* pencil on the back of the photo.

Chapter Reviews are considered to be a way to let people within Japan and overseas know the kinds of things that are going on here. A second purpose is to give the people who do presentations some recognition. However, space limitations require us to implement the above guidelines. Devoting considerable *LT* space for presen-

tations that do not incorporate new information, but simply "reinvent the wheel," is not possible in the foreseeable future.

## 支部例会報告の書き方

(Guidelines for Chapter Reviews)

支部例会報告は、英語・日本語のどちらで書いても構わないが、報告は、客観的かつ解説的であらねばならない。又、報告を日本語で書く場合には、標準的でない日本語は避け、伝えようとする内容が損われない限りにおいて、日本語で表現できるものは出来るだけ日本語で表現し、英語及び外来語の濫用は避けること。

支部例会報告は、実際に行なわれた発表をもとに書かれていなければならないが、発表についての善し悪しの評価は論じないこと。又、発表に直接関係のない例会の模様等については報告の必要はない。報告原稿の長さについては、英語の場合には 150 ~ 250 語、日本語の場合は 400 字詰め横書き原稿用紙 1 ~ 1.5 枚以内におさめること。英語及び日本語編集者は、原稿の編集及び削除を行なう権限を有し、更に、必要に応じて原稿の不採用も決定することができるものとする。

原稿は、掲載予定月の前月 1 日までに提出されなければならない。英語の原稿は、A 4 版の用紙に、ダブルスペースでタイプしたもの、又、日本語の原稿の場合には、400 字詰め横書き原稿用紙を使用したものに限定。脱稿後の原稿への加筆は最少限にとどめること。原稿には、報告者の氏名（漢字を用いた氏名には必ずローマ字を添え）、勤務先あるいは学校名、又発表が行なわれた支部名及び月日を明記すること。

同じ発表に対して報告が重複しないように、支部長は報告者を選考する責務を負う。全く同じか、あるいは、似たような発表報告が過去 6 ヶ月以内に *The Language Teacher* に掲載されたことがある場合には、その発表報告の再掲載は見合わせるものとする。

上記の制限を越える長い報告については、編集者と報告者との間の協議を通じて、採用、不採用を決定するものとする。報告原稿が長いものであっても、発表内容が、読者に極めて有益な情報を提供するものであるならば、採用される可能性は高い。

発表に直接関連のある白黒写真であれば、写真も歓迎する。写真の裏には濃いえんぴつで、何の発表報告であるかを明記すること。

支部例会報告は、第 1 に国内・外の人々に JALT の活動を知らせ、第 2 に発表者を広く人々に紹介することを目的としている。しかしながら、紙面に制限があるため、上記のようなガイドラインを設定するに到った。*The Language Teacher* としては、新しい情報を提供するのではなく、単に同じ内容を繰り返すような発表に、多くの紙面を提供することは認めがたく、この方針は今後もかわらない。

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## HOKKAIDO

### TEXTBOOK EVALUATION WORKSHOP

By Suzanne Yonesaka, Sapporo Joshi  
Tanki Daigaku

The January meeting of JALT Hokkaido was a workshop in textbook evaluation led by Ms. Suzanne Yonesaka. Ms. Yonesaka provided a checklist of 4.5 items borrowed from Wilga M. Rivers' *Teaching Foreign Language Skills* to help in determining the suitability of a text. The items are divided into six subgroups covering: appropriateness for local situation, teacher, and student; language and content; linguistic coverage; organization of material; types of activities; and practical considerations. Particularly, the method followed by the book, the qualities of the situations it presents, and its biases and exactness when describing life are important. About three dozen texts of various kinds were available and the participants were able to examine and compare.

The talk was followed by a question-and-discussion session where we compared texts and attempted to determine their merits. The discussion showed that teacher preferences are the most critical element, and other elements were related to the quality of illustrations and presentation of material, as well as to considerations of the students who will have to use the text.

The place of humor was discussed at some length, especially the difficulty of knowing and conveying it in the face of problematic jokes, which seem to abound.

Reviewed by Torkil Christensen  
Hokusei Tanki Daigaku

## KOBE

### KOBE CHAPTER AREA CONFERENCE ON LISTENING COMPREHENSION

February 10-11

St. Michael's International School, Kobe

With some 30 presentations over the two days, a large display of publishers' materials, and a wine and cheese party on Sunday evening, there was plenty to satisfy the 160 or so participants at this holiday-weekend conference. The only unfortunate note was the absence of Sunday's planned plenary speaker, Dr. James Nord of Nagoya University of Commerce, due to minor injuries sustained in an automobile accident.

Monday's plenary speaker was Professor Mineo Suenobu, Kobe University of Commerce. His presentation, *Nihon no Gakusei wa Eigo o Do no yo ni Kitte iru ka*, was an account of research on Japanese students' listening, carried out over the past eight years by him and a team of colleagues. Professor Suenobu first outlined his experiments, which he conducted with five



other researchers on more than 250 students. From this work was developed a four-stage listening model. One important conclusion was that function words play an important role in listening comprehension; when a student has grasped these, he has overcome a major barrier to understanding spoken English. Thus they should be taught at an early stage.

Additional presentations dealt with such topics as the use of authentic materials in the listening classroom, research completed and in progress, and one, by Shari Berman and Elizabeth White, giving useful information on "getting published." All in all, it was a thoroughly productive "busman's holiday."

Reviewed by David Dinsmore

## 神戸支部大会全体集会

(Report on Kobe Chapter Area Conference)

日本の学生は英語をどのように

聴いているか?

(cont'd on page 45)

# Speak Freely

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(cont'd from page 43)

神戸商科大学 末 延 岑 生  
(Suenobu, Mineo)



大会2日目(2月11日)の全体集会は、神戸商科大学の末延岑生助教授による日本人大学生の英語の聴き取りに関する講演であった。1・2年生約100名に対し、1年間、書き取りの練習を続け、その間違いを収集して、744種類の主な間違いを分析した研究を中心としたものであった。

まず日本人は文法をよく理解していると言われているが、聴き取りにおけるその応用は実に貧弱で、単に音を聞いているに過ぎない。

英語の聴き取りにおいて、前置詞、冠詞、接続詞等の機能語は聴き取りにくい。しかし、短時間の練習によりかなり理解出来るようになり、そのうえ内容語(名詞、動詞、形容詞等)も理解できるようになる。

さらに能動的に聴き取りを続けることにより、辞書や教師の手助けなく、よりよく理解出来るようになり、機能語や内容語から全体の意味を推測できるようになる。

大学に入学するまで聴き取りの練習はほとんどされていないが高校までの段階でされるべきであり、間違いを恐れることなく気楽にやるべきである。

この講演は主に日本語で行われたが、英文の要旨と資料、OHPによるデーターは日英両語によるもので、所々に先生御自身の英語による要旨がおりこまれており、しかも、ユーモアのあふれる講演内容で、日本語を母国語とする者も英語を母国語とする者も共に笑いながら楽しく聞くことのできた講演であった。

報告者 北 尾 謙 治  
(Kitao, Kenji)



## MATSUYAMA

### THE SYSTEM OF ENGLISH EDUCATION IN THAILAND

By Preecha Pinyoyang, Supervisor of  
English, Regional Office of Education,  
Thailand

The February program of Matsuyama chapter meeting provided a unique opportunity for members to compare the foreign language teaching and learning experience in Japan with that in another country -- Thailand. In the current system of English education in Thailand, students begin to study English in junior high school, and have an average of four hours' study per week (which varies according to the course taken). Seven years ago a new curriculum was introduced in which English is not compulsory but elective. However, most students take English anyway, as it is such a necessary language for jobs in commerce and technology. Another change was to have been an emphasis on communicative English -- more emphasis on spoken than on written --- but this has proved difficult as many of the teachers themselves cannot speak well. University students who learn to speak well find jobs with Japanese or American firms, leaving the less-qualified, or only the very dedicated, to the teaching profession. As Thailand is still a poor country, good texts and classroom equipment are hard to get. The teachers often make their own materials and teaching aids, paying for much of it from their own salaries. The larger schools in the metropolitan areas, with wealthy P.T.A. groups, have excellent equipment, sometimes including closed-circuit television systems. Remote schools, on the other hand, seldom have even one tape recorder. Mr. Preecha's comment on this fact was that the only teaching equipment a good teacher really needs is a blackboard and a piece of chalk.

Lively question-and-answer sessions and discussion followed the presentation. Local high school teachers were particularly interested in comparing the Thai schools with their own. There were reminiscences about the days when (just 30 years ago!) there was only one tape recorder for use in all the English classrooms in Ehime Prefecture. Some members said they were surprised to find that Thailand had problems so similar to those in Japan. Since all of the Thai people they had ever met had been such excellent speakers of English, they had thought Thailand must be doing something different. Mr. Preecha's answer was that in Thailand, too, whenever English is needed for business or travel one can learn to speak after only a few months in a language school; but this situation does not reflect the norm in the educational system where after six or seven years students are still unable to speak.

Reviewed by Marin Burch Tanaka  
English Academy

## 『いかにしてヒアリング能力を 向上させるか?』

発表者 宇留野 宗 嗣  
(Urano, Munetsugu)

2月例会は、高校の現場で受験生を指導されている茨城高校の宇留野氏を講師に迎え、長崎大学の教育学部で行なわれた。

まず、宇留野氏は参加者に「ヒアリング指導の妨げとなっている要因」をメモの形で書かせて、意見交換よりはいられたが、出された意見を大別すると、

- (1)技術上の問題(technical problems)
- (2)動機づけの問題(motivation problems)
- (3)教材上の問題(material problems)

の3つであった。

その後、氏は、ヒアリングの教材として、Lingual Houseの*Basics in Listening*を紹介された。更に、その後、参加者は4グループに別れて、討議にはいった意見としては、「現状では教科書のモデルとしてテープを聞かせるだけが精一杯」とか、外国人教師より「テープに吹込まれている英語も不自然で不適当」等の厳しい声もあった。又Dr. Krashenの「易しい英語のinputが多い程学習効果が高い」とする理論より、多く聞かせる事の大切さを指摘する意見もあった。氏は、わずか5分だけでも、この様な練習を課す事がいかに大切かを強調、聞く事による学習の「ice-berg effect」を説かれ全てを閉じた。特に中・高の現場の先生よりの反響が大であった事を付記しておきたい。

報告者 永 井 智  
(Nagai, Satoru)

## 第3回JALT英語読解研究会

### 発表内容報告

(Review of the 3rd JALT  
English Reading Seminar)

講演者：川 村 欣 司  
(Kawamura, Kinji)

去る2月16日、同志社大学神学館会議室に於て、第3回英語読解研究会が開催された。東京・名古屋・大阪等の各地からの参加者があり、熱心な意見交換が行なわれ、大変盛会であった。

今回のテーマは、京都産業大学の川村欣司氏による、「言語習得に適した英語講読授業」であった。川村氏は、Krashen, Coady の理論に基づく授業運営が理想的であり、いかに“Learning”を“Acquisition”の領域にまで発展させるかが重要であると述べられた。又、1972～74年、UCLAで実施されたESLPE (English as a Second Language Placement Examination) の結果報告を基に、日本人の読解力の弱さを強調され、それは文法・訳読中心の授業内容によると指摘された。

その後、各参加者による質問・意見交換が行われた。例えば、普段の授業に於て、“Acquisition”と“Learning”をどのように見分けるのか、ReadingはListening, Speaking, Writingに貢献できるのか、講読の授業において、書き手と読み手の隔りをどのように教授するのか、又高校の先生方からは、受験英語と理想授業との溝をいかに補えばいいのか等、主に普段の授業における問題点が質問にあがった。

報告者：吉 田 晴 世  
(Yoshida, Haruyo)

(cont'd from page 18)

## 10周年記念論文集の題を募集

10周年記念論文集に何かよい題を付けたいと思います。アカデミックで、スマートな名称を公募いたします。よい名が浮かんだ方は4月末までにJALT事務局までハガキでお知らせください。採用は編集委員会で決定し、採用者の氏名は論文集に掲載いたします。

(cont'd from page 9)

(colleges) are quite worrying. An enrollment of 100 students is probably a comfortable figure for all parties concerned. We can be somewhat hesitant about sending our students to those language schools and collegiate programs in intensive English that have enrollments of more than 100, yet have only one advisor; our students might not receive enough academic advice and direct attention. Colleges better known overseas

appear to have a constant enrollment of 1,000 students or more. Colleges with more than 1,000 students that have only one advisor are probably financially sound but not too suitable for our younger students. As in all human efforts, perhaps our answers lie in assuring a proper balance of the various factors involved.

(cont'd from page 22)

to teach than when they went in. “Self-taught” TEFL is in no way the same. Enroll and find out for yourself.

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# Bulletin Board

*Please send all announcements for this column to Jack Yokoy. 1-111 Momoyama Yōgorō-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.*

## SUMMER SCHOOL on the ENGLISH LANGUAGE and CONTEMPORARY BRITAIN

will be given July 21-August 10 at Keble College, Oxford OX1 3PG, England. Apply by May 15 to Mrs. Jean Robinson. The School is intended for teachers and advanced students of English.

## PRACTICAL ENGLISH TEACHING Summer Courses in Canterbury

P.E.T. Magazine will offer a Language Improvement Course July 15-26 and a Methodology Course July 29-Aug. 9. Both courses will feature practical workshops. Information: P.E. T./Pilgrims Summer Courses, 8 Vernon Place, Canterbury, Kent, CT 1 3YG, England; tel. (0227) 69127; telex: 965536.

## TESL CANADA SUMMER INSTITUTE University of British Columbia Vancouver, B.C., July 8-August 2

Short (15-hour) courses will be offered in a variety of areas of EFL expertise. For information, write: TESL Summer Institute, c/o English Language Institute, Centre for Continuing Education, The University of British Columbia, Vancouver, B.C. V6T 2A4, Canada.

## GATTEGNO WORKSHOPS IN LANGUAGE ACQUISITION

The Center for Language and Intercultural Learning, 204 Shirono Bldg., 3-41 Manzai-cho, Kita-ku, Osaka 530, is offering two workshops and a seminar by Dr. Caleb Gattegno, the originator of the Silent Way. all in Osaka:

- (1) A 5-day workshop (40 hours) on Language Acquisition and the Silent Way (May 3-7),
- (2) A 3-day workshop (20 hours), Italian the Silent Way (April 27-29), and
- (3) A 1-day (8 hours) advanced seminar for experienced teachers of the Silent Way (May 8).

Apply by April 12 to Fusako Allard, above address. Tel. (06) 3 15-0848; (0797) 32-9682.

## WEEKEND CONFERENCE ON TESTING

The International Language Centre and the British Council are sponsoring a testing conference on April 20-21 (Sat., 1:30-4:30; Sun., 9:00-noon) at the National Education Centre, Kasumigaseki, Tokyo. Presenters Brian Heaton, Randolph Thrasher and others will examine the question of testing and the needs of candidates, companies, educational institutions and other groups involved in English language testing. Limited to 50 participants. Information: Philip Tucker. ILC Testing, Iwanami Jimbo-cho Bldg. 9F, 2-1 Kanda Jimbo-cho, Chiyoda-ku, T o h y o 101 ;(03) 264-7566.

## INTERNATIONAL TRANSPERSONAL ASSOCIATION Kyoto, April 23-29

"Tradition and Technology in Transition" is the theme of the ninth international conference of the International Transpersonal Association. Experts in such fields as psychology, traditional arts, business, artificial intelligence, religion, futurology, and ecology will give presentations. Mr. Kazuo Inamori, president of Kyoto Ceramics, is head of the ITA Organizing Committee for Japan. The transpersonal perspective explores the relationship between the transformation of the individual and the development of a universal responsibility. Information: Janice Kanemitsu or Lynette Lees, (03) 391-2526.

## CROSS CURRENTS

**Cross Currents** is a semiannual journal of language teaching and cross-cultural communication published by the Language Institute of Japan (LIOJ). 4-14-1 Shiroyama, Odawara, Kanagawa 250. The current issue (X1:2) includes articles by Daniel Horowitz (Argumentation and Audience), Eloise Pearson (Oral Interactive Testing at a Japanese University), Donna Brigrman (Your Breads, Wines and Cheeses: A Look at English Countability), Tomoo Tsukamoto (Teaching Spoken English in Japan), Armand Hughes-d'Aeth (Classroom Organisation and the Teacher), and Patrick Blanche (Using an Unrehearsed Tape for Student-Directed Language Learning). The issue also includes three Bright Ideas for innovative classroom activities. Manuscripts are currently being solicited for future issues. **Language Teacher** readers may use the blue postal **furikae** form to order subscriptions

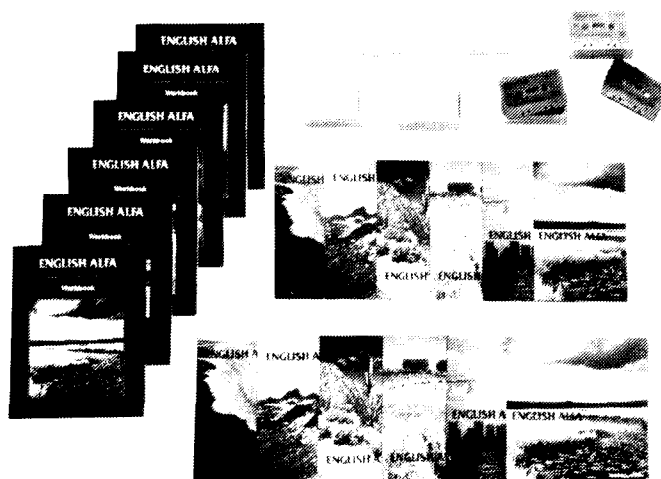
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## 第5回JALT英語読解研究会

(JALT English Reading Seminar)

日 時: 4月27日(土) 2:00 ~ 4:30

場 所: 同志社大学神学館会議室(1F)

(正門より北へ1分)

講 演 者: 清水裕子(聖母学院中学・高校)

演 題: Cloze Testの可能性について——読解力を高めるための教材として——

訳読中心の英語教授では、多くの弊害が生まれてくる。Goodman等の言う読みのサイクルの過程を、読み手にたどらせ、active readerにする一つの手段として cloze testの利用が考えられる。そこで cloze testを実際に受けた高校生の感想などをふまえて、読解力を向上させるための教材としての cloze testの可能性を考えてみたい。

会 費: 無料

問い合わせ: 同志社大学 北尾謙治

電話(075)251-4063 夜(075)343-6017

# 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.*

## HOKKAIDO

Topic: The Process of Making a Videotape

Speaker: Howard Farnoff, Sapporo Medical College

Date: Sunday, April 21 st

Time: 1:30-3:30 p.m.

Place: Sapporo Medical College, South 1, West 17 (across from and slightly north of outpatient entrance)

Fee: Members, free; non-members, ¥500

Info: Dale Sato, 011-852-6931  
Torkil Christensen, 011-737-7074

The first part will be a discussion of what makes a good video for classroom use. Several examples will be evaluated. The second part will be the actual process of making a videotape.

## KOBE

Topic: The Curious History of Borrowings In English

Speaker: Dr. Kenneth G. Schaefer

Date: Sunday, April 14th

Time: 1:30-4:30 p.m.

Place: St. Michael's International School

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

Info: Jan Visscher, 078-453-6065 (Mon.-Fri., 8-10 p.m.)  
Kenji Inukai, 078-431-8580 (Mon.-Fri., 9-10 p.m.)

Few, if any, of the modern languages of the world can claim to have borrowed as many words as English has. Traces of Latin existed from its earliest days in the fifth century, then came the Viking invasions of the ninth and tenth centuries, followed by 200 years of Norman French who attempted to replace English altogether with French. This talk will provide a summary of the 1500-year political and linguistic history of our language.

# Positions

**(TAKAMATSU)** A female English teacher, under 30, university graduate with interest in Japanese, is wanted immediately by Lingo School, Kamei-cho 1-6, Takamatsu 760; 0878-31-3241 (Kyoko Tominaga). Wage: ¥185,000/200,000 a month for 25 teaching hours a week: weekday evenings and one Saturday a month. The option of renting either the Japanese house owned by Lingo School or a private apartment. One-year contract with initial trial term for three months.

Professor Schaefer, with a Ph.D. in linguistics and the history of the English language from Columbia University, has been at Temple University for 15 years and teaches the history of the English language, linguistics, early English literature and English to speakers of other languages.

On Sunday, May 12th, Don Maybin presents "Creating the Active Student."

## NAGASAKI

Topic: Writing in the English Class - Theory to Practice

Speaker: Marion Carr, P.B.V.M., Ed.D. (Junshin Junior College)

Date: Sunday, April 21 st

Place: Nagasaki University, Faculty of Education, Room 63

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

Time/Other Info: Satoru Nagai, 0958-44-5116

## NAGOYA

Topic: Nihon no Gakusei wa Eigo o Do no yo ni Kiite iru ka?

Speaker: Mineo Suenobu

Date: Sunday, April 28th

Time: 1:30-5 p.m.

Place: Aichi Kinro Kaikan, Tsurumai Park

Fee: Members, ¥500; non-members, ¥1,000

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

(cont'd on page 53)

## EVER BEEN ASKED ABOUT STUDY ABROAD OPPORTUNITIES BY YOUR JAPANESE FRIENDS OR STUDENTS?

If so, recommend the following books by Hiroshi Kuki, Study-Abroad & Education Consultant, S.I.S.A. (Setagaya Institute for Study Abroad):

- 1) Study Abroad and Mastery of Spoken English (260 pp. in Japanese) ¥950

九鬼 博著      三修社刊『海外留学と英会話習得法』  
1980 edition, Part 1: Study English in Japan; Part II: U.S. Colleges  
and Study Abroad in 124 Countries of the World.

- 2) Study English Abroad: Conversation Pieces (199 pp. Eng./Japanese) ¥950

九鬼 博著      三修社刊『海外留学英会話：申込みから帰国まで』  
1979 edition; Introduction to U.S. college life through 50 dialogues in  
English with translations, notes and practical suggestions in Japanese;  
English tape by Thomas Ainlay Jr., et al. also available (¥1,500).

- 3) ELS Language Centers, Post-ELS Colleges, Other Language Schools & Programs (332 pp. in Japanese) ¥2,000

九鬼 博著      三修社刊『アメリカ語学留学資料集』  
1984 edition; This handbook gives the names and addresses of and  
other details about major schools and college programs in English as  
a second language in 17 major U. S. states as well as those of colleges  
accepting their completion certificate in lieu of a passing TOEFL score.

- 4) TOEFL-less U.S. Colleges (A Handbook for Study Abroad, Vol. 2;  
177 pp. in Japanese) ¥1,200

九鬼 博著      三修社刊『TOEFL(英語テスト)なしのアメリカ留学』  
1982 edition; This handbook gives narrative descriptions of the  
TOEFL-less U.S. colleges introduced in book #3 above.

S.I.S. A. offers study abroad consultation by telephone appointment as well as assistance in applications for study abroad, including student visa applications.

The above books are available at major bookstores throughout Japan and at some Japanese bookstores in the United States and other countries. If you **cannot locate copies, contact the publisher: Sansyusya Co., 1-5-34 Shitaya, Taito-ku, Tokyo 110** (tel: 03-842-1711).

# S.I.S.A.

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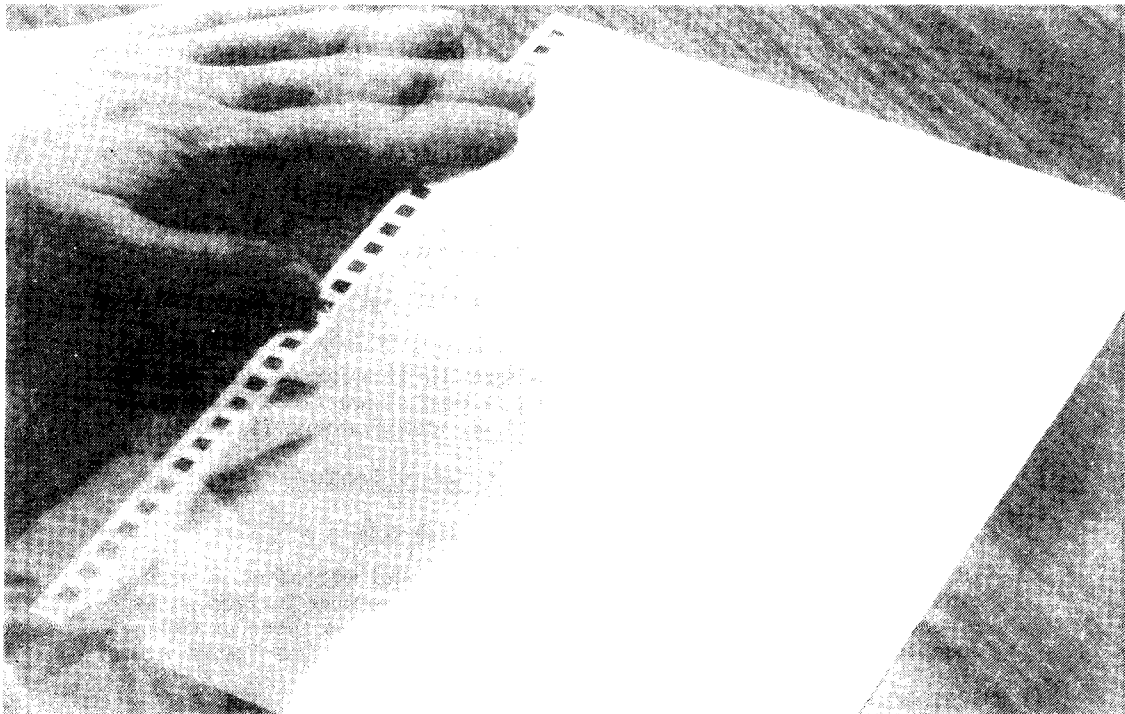
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# Where to start?



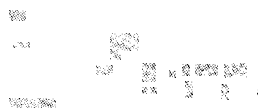
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## SIGNIFICANT SCRIBBLES

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- textbook    ¥ 1500
- manual     ¥1800



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(cont'd from page 50)

What really goes on in listening? How can we develop listening comprehension skill? Mineo Suenobu, Associate Professor at Kobe University of Commerce, will present the implications of extended experiments in listening and discuss a four-stage listening model he has developed. He will conclude with exercises in listening using *hyakunin issyu* cards which are suitable for all levels of students.

The body of the presentation, an expanded version of Prbf. Suendbu's well-received plenary talk Feb. 11 in Kobe, will be delivered in Japanese, with handouts and summaries in English and OHP transparencies in both languages.

## OKAYAMA

(1)  
Topic: 'Tete-a-tete: Using Textbooks Imaginatively'  
Speaker: Geoffrey Wherrette  
Date: Saturday, April 20th  
Time: 2:40 ~ 4:30 p.m.  
Place: C'hugoku Junior College, 1st Conference Room (0862-93-0541)  
Fee: Members, free; non-members, ¥500  
Info: Akiyo Joto, 0862-93-0541 ext. 413

(2)  
Topic: What is Involved in Spoken English for the Japanese  
Speaker: Professor Yukie Setoyama  
Date: Saturday, April 27th  
Time/Place/Fee/Other Info: same as above

## OSAKA

Topic: From 'Fast Food' to 'Finnegans Wake': a look at the arguments for graded readers  
Speaker: Mike Thompson  
Date: Sunday, April 21 st  
Time: 1 -- 4:30 p.m.  
Place: Umeda Gakuen (St. Paul's Episcopal Church). 2-30 Chayamachi, Kita-ku  
Fee: Members, free; non-members, ¥1,000  
Info: Beniko Mason, 06-673-6359

The 'Input theories,' in particular Krashen's, have spotlighted the value of graded reading material as 'comprehensible input.' Current research indicates that not only do students who read extensively become better readers but also better talkers and better writers. In Japan the need to encourage the 'reading habit' would seem to be self-evident given the low level of reading ability even among literature majors and the general lack of contact with the target language outside class time.

This talk will, after an initial look at the content and style of graded readers, introduce ideas for using a class reader and setting up a classroom library. It will subsequently attempt to look at whether improving reading skills and

studying great works of literature can be reconciled within a reading programme. This will lead into a final discussion phase on the merits of graded material and authentic materials.

Mike Thompson, the Longman ELT consultant for Japan, has taught TEFL in England, Spain and Japan in a variety of unpromising situations.

## OSAKA SIGs (date, place same as above)

### College and University

Topic: Applied Linguistics  
Time: 11:30 -  
Info: Ed Lastiri, 0722-92-7320

### Teaching English to Children

Topic: Teaching English Tenses  
Speaker: Mrs. Bishop  
Time: 11 a.m. ~ 12:30 p.m.  
Info: Sr. Regis Wright, 06-699-8733

### Composition

Topic: Teaching Expository Writing  
Time: 11:30 -  
Info: Curtis Kelly, 0720-56-5278

## TAKAMATSU

Topic: A Study of Developing Reading Textbooks for Avoiding Translation (Chokudoku Chokkai no Tame no Eigo Kodoku Kyozaikai Kaihatsu no Kenkyu) (presentation in Japanese)  
Speaker: Dr. Kenji Kitao, Doshisha University  
Date: Sunday, April 21 st  
Time: 2 - 4:30 p.m.  
Place: Takamatsu Shimin Bunka Center  
Fee: Members, ¥500; non-members, ¥1,500  
Info: Don Maybin, 0879-76-0827  
Shizuka Maruura, 0878-34-6801

Professor Kitao received his M.A. and Ph.D. in TESL at the University of Kansas. He is an assistant professor at Doshisha University and co-author of *An American Sampler, Enjoying America, American Holidays*, as well as various other EFL texts.

## TOKUSHIMA

Topic: Pair Work for Communication Practice  
Speaker: William Gatton  
Date: Sunday, April 14th  
Time: 1130 4:30 p.m.  
Place: Bunri Daigaku 14-Gokan 2F No.22  
Fee: Members, free; non-members, ¥500  
Info: Eiko Okumura, 0886-23-5625 (eves.)  
Noriko Tojo, 0886-25-5319 (days)

William Gatton, currently Marketing Executive at Oxford University Press in Tokyo, has spent five years in Japan both in teaching and in publishing.

**THE BENEFITS OF USING A MONOLINGUAL LEARNER'S DICTIONARY:****1) For the students**

<b>Confidence</b>	It gives students greater confidence in recognizing and solving language problems for themselves. They will thus become actively involved in the learning process and will be more likely to retain what they have learnt.
<b>Speed</b>	It encourages students to think in the target language. Once the basic reference skills have been mastered, students will make faster progress working with and through English than if they are continually trying to find translations.
<b>Accuracy</b>	It prevents the bad learning habits that can result from dependence on translation and avoids the problems of 'untranslatable' words.
<b>Collocations</b>	By constantly reading English definitions and English example sentences, students will become increasingly familiar with the range of words and phrases with which a headword is always or generally used.
<b>Vocabulary expansion</b>	The frequent use of a <i>good</i> learner's dictionary is the best way of expanding students' active and passive vocabulary. Not only will they learn the meanings of new words; they are more likely to retain and <i>develop</i> that knowledge.
<b>Preparation for real-life situations</b>	The wide range of English definitions and example sentences will help students to survive in an English-speaking environment when you are not there and they have to cope with words in context and with oral definitions offered by native speakers.
<b>Self-study</b>	The ability to use learners' dictionaries productively will benefit students in self-study.

**2) For the teachers**

	Of course anything that benefits your students will also help you. But here are some additional ways in which a learner's dictionary will make your teaching more successful and enjoyable.
<b>Efficiency</b>	While your students are finding out meanings and usage for themselves in the dictionary you will have more time to help those students who are in need of extra attention.
<b>Motivation</b>	By involving your students actively in the learning process you will be increasing their motivation. Your students will be more receptive and your lessons will be more productive.
<b>Variety</b>	A learner's dictionary provides an extra source of information in the classroom. Thus you will be adding variety – hence interest – to the lesson, both for yourself and your students.
<b>support</b>	A learner's dictionary will help you by providing support and confirmation.
<b>Teaching learning</b>	By integrating learners' dictionaries into your lessons, you will develop your students' deductive and detective abilities. You will, in short, be teaching your students how to learn – something that all teachers would like to do but often cannot fit into a busy lesson.

**Oxford English offers a range of monolingual learners' dictionaries, including-**

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of English

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## MEMBERSHIP INFORMATION

### JALT is...

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

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

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

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

### PUBLICATIONS

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

### MEETINGS AND CONFERENCES

- **JALT INTERNATIONAL CONFERENCE ON LANGUAGE TEACHING/LEARNING** – An annual conference providing a forum for the exchange of new ideas and techniques similar in aim to the annual TESOL conference. The program consists of over 100 papers, demonstrations, workshops and mini-courses given by the membership and invited guests. An exhibition of language teaching materials from all major publishing houses covering an area of over 500m<sup>2</sup> is held in conjunction with this meeting every year.
- **SPECIAL MEETINGS/WORKSHOPS** ~ Special meetings or workshops, often conducted by a distinguished educator especially invited from abroad. The following annual workshops cater to the special needs of the members and to the teaching profession as a whole: Summer Institute Primarily for secondary school teachers, aims at improving their language proficiency while studying effective techniques for the language class. Seminar for the Director of Language and Preparatory Schools to keep administrators informed on current trends in language teaching and learning. Seminar on In-Company Language Training Provides businesses with the opportunity to exchange information for the betterment of language education programs in industry.
- **LOCAL MEETINGS** ~ Local chapters organize monthly or bimonthly meetings which are generally free of charge to all JALT members regardless of their chapter affiliation.

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

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

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

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

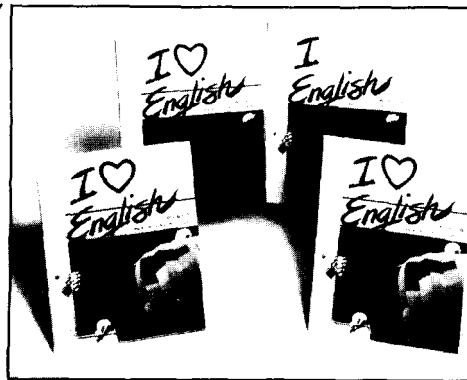
Application for membership may be made at any JALT meeting, by using the attached postal money transfer (*yubin furi-kae*) form or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) accompanied by an application form to the JALT Central Office.

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# I ♥ English

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1 Put the words in the right order.

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- smoke library the car
- a star
- to
- is
- you



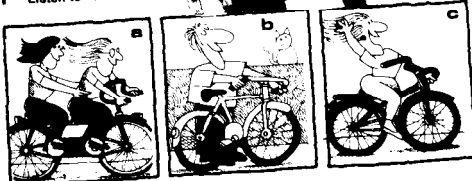
She is an actress. She's beautiful. Is she American? Yes she is.

LET'S SING A SONG.



1 Listen to the descriptions

correct picture.



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# Six

LESSON

1 Guess the country. Use the list.

