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# THE Language Teacher

全国語学教師協会

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THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS ¥350

## Special Issue:


## JALT Tenth Anniversary

# this month....




# THE Language Teacher

VOL. IX, No. 6 JUNE 1985

The Japan Association of Language Teachers is a non-profit organization of concerned language teachers interested In promoting more effective langua 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, Semdai, Tokyo, Yokohama, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and

*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 ArtiIes 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 Exeo utive 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. AII co y must be typed, doubles ced on A4aixe paper, edited in pencil and the appropriate editor.

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# THOMAS PENDERGAST

## AT THE 10th ANNIVERSARY

### *In the Beginning...*

.JALT (or rather its predecessor KALT. the Kansai ALT) was just a tiny little group of about 15 Japanese and non-Japanese who enjoyed meeting together and talking with each other.

### *The Social Side*

Even after we grew to more like 50 members, which didn't take long, the original spirit still informed the activities of the group.

Our first and second meetings were in an apartment in Kyoto. We had presentations, to be sure, but I think that the talk about common problems, personal successes and failures, materials and methods, is what most of us remember tc this day.

### *Methodology*

In those days (1975-77), there seemed to be more interest than now in "methodology."

We were not looking for quick "fixes," or ideas for what to do on Monday morning. To us, methodology was something that required study – lots of it – and an understanding of the principles underlying language learning.

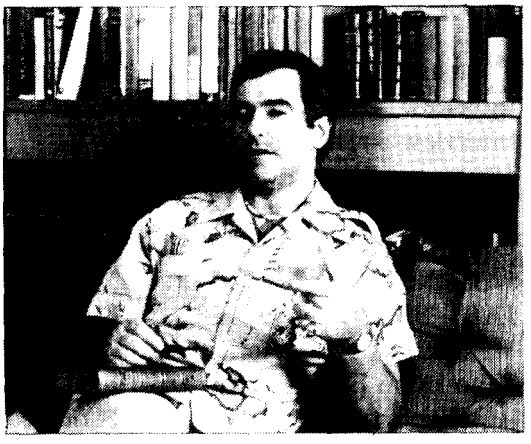
KALT/JALT sponsored more workshops back then – some only a day, some as long as a week. We studied principled approaches to the task, such as Silent Way and Community Language Learning, with people like Shelley Kuo, Carol and Nobuo Akiyama, Keiko Komiya, and Caleb Gattegno himself helping us.

Although these workshops were often quite expensive, we found out the most amazing thing – that a relatively small group (35 at most) of interested people with a common focus could find the resources to bring to us the best workshop instructors from anywhere in the world! This was an exciting realization.

### *Other Languages*

Many of us were quite excited about getting at a methodology through studying another language – putting ourselves in the place of the students that we had to understand in order to help.

We learned about CLL by working with Japanese, Cantonese, and Mandarin Chinese, and about the Silent Way by working with Japanese, French, Spanish, and Mandarin Chinese.



***Thonas Pendergast***

This was great fun, and – for some of us – the most exciting thing about JALT was that we had a forum where we could share our resources and talents in other languages to help each other to understand better what language learning was all about.

### *JALT Today*

Tom Robb, Jim White, Kenji Kitao and ***many*** others have done a terrific job of sustaining JALT's growth rate and at the same time providing the organizational management not only to hold it together, but to make it run ever more smoothly.

It is not uncommon for visitors from other countries to comment that there is more "happening" here in the ESOL field than almost anywhere else in the ***world.*** Thanks, needless to say, to a lot of hard work and planning.

### *The Future*

Perhaps it's just nostalgia for the good old days, when life was simpler, but 1 would personally like to see fewer local "meetings," more workshops, and an occasional purely social function.

JALT has done a very good job at the grass roots level in getting teachers actively involved in their profession.

Now is the time to begin doing the impossible – namely, getting departmental chairmen and school administrators alerted to the changes that have been made. We have a good start with the JALT business seminars. We need more.

In order to be prepared to talk with administrators, we should have more research into different approaches, more standardized testing to see if one way ***is*** better than another, and where, and why, and by how much.

The task has just begun.

# Interview — JIM WHITE

## JALT AT THE START OF THE SECOND DECADE

*Jim White has been the president of JALT for just over a third of JALT's decade, and the following is an interview discussing JALT at present and the directions JALT is moving in. Torkil Christensen interviewed him during the Long Range Planning Committee meeting in Tokyo this March.*

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**TC:** *Perhaps I may start by asking you, just what is JALT today?*

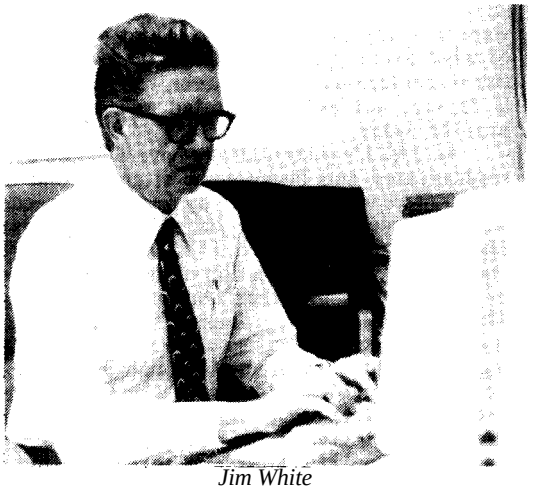
**JW:** JALT is showing itself to be a rather large and dynamic orgnaization. We have been growing fairly rapidly, both in members and in chapters. At the end of 1984 JALT had over 2,700 members and even today, following the normal "end of membership year" slump still has over 2,000 members scattered throughout 17 chapters. We are also securing more cooperation from textbook publishers and other commercial members, and thanks to this, have been able to introduce a variety of aspects and levels of language teaching and learning to a broader audience. Unfortunately, this audience is still not as broad as we would like it to be. We do have a majority of Japanese members vs. non-Japanese, but barely so, and it seems that the Japanese members are not as active as many of the non-Japanese. Therefore we need both to reach new members, Japanese in particular. and to also "motivate" those present members who are somewhat inactive. We need to get them more interested in their own self-improvement and in learning more about recent and newer theories and ideas, both at the theoretical and at the practical levels of language learning, for themselves.

**TC:** *You say the Japanese members are somewhat inactive. What could the reasons be and do you see changes?*

**JW:**: I see changes. I think that we are gradually getting more Japanese to be active in the organization. There are basically two levels of activity. attending meetings regularly and volunteering to serve as an officer, and I think that we are getting more and more Japanese contributions at both these levels. If there is any reason for the Japanese to be a little hesitant, it is probably based upon differences in cultural styles. But many Japanese, particularly those who have studied abroad, are becoming more active and this is a very good sign.

**TC:** *How would you like people to see JALT?*

**JW:** I would like to have JALT's image be that of a friendlv and helnful organization which anyone may approach without fear or hesitation in order to participate and learn from meetings, to be active in discussions, to help others by being a presenter themselves, and to even volunteer to assist with administration of the organization. I hope that JALT is a non-threatening



*Jim White*

organization, the last thing I would ever want would be for JALT to appear as a threat to other organizations or individuals. It should be seen as friendly, helpful and useful to all, which I think it is. But it is difficult to project this image accurately and widely to all.

**TC:** *And, how about the future?*

**JW:** There are many things which JALT should be doing or should increase its commitment to. Of course, just this weekend (March 30/31), we have had what might be called the first really full-fledged meeting that has ever been tried in an attempt to think through what JALT should be or what directions it should be going in, or what currents it is swimming in. The results of this meeting are not in yet, but there arc some things which I would personally like to see happen. For example, I would like to see more presentations at both the local and the national level in Japanese. While many of our Japanese members are quite fluent in English, they are – as is most anyone ~ more comfortable in their native language. Also. this would permit JALT to reach those who may'not be so skilled in English. At the same time, JALT should not go to a completely Japanese language-based system for presentations because that would cut off many of the non-Japanese as well as eliminate those Japanese who come for the express purpose of listening to and using English.

**TC:** *For the future, there are then also the non-Japanese members. How do you see JALT working for them?*

**JW:** I think JALT has been very beneficial to the non-Japanese language teaching community in Japan from the very beginning. I know that 1 learned a great deal from JALT. 1 have had little formal study in TESL/TEFL, but thanks mainly to what I have learned through my participation in JALT, I hope that I am a language teacher of reasonable ability. And, as other members of JALT develon their professional skills through participation in JALT in the way I have, and as the percentage of JALT members with formal training in the teaching of English as a foreign or second language increases, JALT will have to

*(cont'd on next page)*

*(cont'd from page 5)*
strive harder. in JALT'S earliest days when there were so many people who were not really aware of what teaching a foreign language really meant, thb presentations could be relatively simple, that is to say, not as sophisticated as they are and must be today.

As JALT's presentations have become more sophisticated and because the attendance at our conferences is growing year by year, more professional people, teachers of teachers, and writers of textbooks are coming to JALT's annual conference, either at our invitation or as representatives of publishers and other commercial members. Their presence further increases the sophistication of our conferences so we arc definitely staying ahead of the game. Although, in a sense, except for more members and more chapters 1 sometimes feel JALT hasn't changed that much in the the three and one-half years 1 have been president, 1 guess I must add that in respect to the professionalism of presentations both in the chapters and at the national level it probably has actually changed a great deal.

**TC:** You *are devoting a lot of time and effort to JALT there must be times when you have felt it is either not all worth it or is, in fact, very much worth it.*

**JW:** Yes, both times come and go like clockwork. Although the times when I have rued the day I became president may come around more often than I want to admit, the feeling is usually of short duration and I again find it a most gratifying challenge. In a sense, whatever I am doing for JALT now is a payback for what JALT is doing for me or, in particular, what it did during the first few years I was a member. 1 learned a great deal from JALT and now hope to help others do the same. The most gratifying moments, I suppose, are during the national conferences because that is by far the most obvious moment of glory that JALT can muster. Last year's conference, with 1,600 or so participants and over 250 presentations, was bigger and I feel better than anything we had done previously. It went very well, far beyond all expectations and thereby it must have also been extremely gratifying to the many members of the organizing committee who had worked so hard to bring it about. Just think, all at once we had nearly a thousand people listening to our keynote and main addresses! I was thinking just the other day that JALT '82, held in Osaka at Tezukayama Gakuin where I teach, was very successful. but it can never be held there again. In 1982 my school was just the right size for JALT – today it wouldn't fit, even with a shoehorn. Thinking about growth in those terms is indeed extremely gratifying.

**TC:** You *say you are paying back your debts. How would you advise a person who say had just come to Japan and who was new at language teaching?*

**JW:** That may be hard to answer because the basic question may be how skilled am I, but the only way a person who suddenly finds himself a "language teacher" but who has not really been trained as one can become skilled is by paying attention to what others are doing, by listening to presentations on teaching/learning languages and by trying to learn what others have learned. Since it normally isn't possible to go into another teacher's classroom to see what he or she is doing, the solution is to come to JALT ~ which provides a rich and "neutral" ground for such learning.

**TC:** *Then, how about the person who has received training and who is dissatisfied with the results. What does this person do.?*

**JW:** Probably those who are highly trained and skilled in teaching TESL/TEFL are more frustrated than those who have pulled themselves up by their own bootstraps. Japan and the teaching of English or other foreign languages is somewhat of a puzzle no matter how you look at it. Uncounted hours, months and years, and untold gallons of sweat off the brow of the Japanese are devoted to learning "English" as a rather esoteric object of study. Very little energy is left for learning English as a means of communication. Therefore, 1 feel that the highly trained TESL/TEFL teacher could quickly become very frustrated here in Japan. Maybe the only way for such frustrations to be worked out is for such people to get together to console each other and meditate over their problems as a group. Even if they eventually find that they have no real power to solve their problems they at least realize there are others in the same boat and therefore they are not quite so lonesome. Maybe this is one of the more important services which JALT provides the highly trained TESL/TEFL teacher in Japan *(laughs )*.

Before you ask another question and get me off the track, 1 want to use this opportunity to express my thanks to the many and often nameless many who have been and are volunteering their time and energy to JALT. I know I sometimes grumble that it seems that not enough people are helping to keep JALT a viable and useful organization. But, maybe I protest too much. Think a minute. At the national level, in addition to the seven elected officers, another dozen or two, maybe more, are kept almost "fully employed" (but without pay). This includes the Executive Secretary, *The Language Teacher* and the *JALT Journal* staffs and the various standing committees, the annual conference organization committee, etc. We can readily see the results of their efforts in the increased attractiveness and professionalism of our publications and in the successes of the national conferences. But, without the chapters, JALT-National would be a ghost. And today, in the 17 chapters there must be nearly 150 or more people who are also donating their time and energy to JALT. It's a little more difficult to see the results of their efforts, but a review of the number of chapter presentations each month gives one a glimpse of their work

In closing let me only say that I wish to tip my hat to each and every JALT volunteer. .I can repay them only with a deep and sincere "thank you."

**TC:** *And a thank you to you.*

# Interview — THOMAS ROBB

## LOOKING BACK

*Thomas Robb, past President and Executive Secretary of JAL T, was interviewed in mid April about how JALT developed. The interview took place at the Kyoto English Center with the computer busily ticking away in the background. The interview was conducted by a well-informed anonymous JALT member.*

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**LT:** *Tom, you have been serving JALT in one capacity or another almost since its inception, most recently as President for two years and now as Executive Secretary. Could you give us a brief account of how JALT started?*

**TR:** Well, the story has been recounted before. In particular, there was Tom Pendergast's article which appeared in the *JALT Newsletter* in January of 1979. so I don't think I need to go into too much detail here. But briefly it goes something like this: Bill Harshbarger of LIOJ in Odawara organized a seminar in August of 1975 for language teachers. It was just a small gathering, but a number of people from Kansai did attend including Thomas Pendergast and Sharon Bode, who are now looked upon as our founders. Upon their return to Kansai, they started to have meetings in Sharon's home. Eventually, there were too many to meet in a home anymore so the site shifted to Osaka where there was a meeting in February of 1976 at the National LL School. It was there that the name of the organization (Kansai Association of Language Teachers – KALT) was decided. This meeting, by the way, was my first involvement with JALT.

Even at this time though the group was still not officially organized. Sharon and Tom were thinking in terms of becoming the TESOL affiliate for Japan and approached Jim Alatis, Executive Secretary of TESOL, about the possibility at TESOL '76 in New York. Upon their return, meetings continued leading up to our first conference which was held at the Kyoto YMCA Youth Center which attracted some 120 people from all over Japan. I guess you could say that from that point on it's been merely a matter of adding more-members, chapters, and-programs.

*Thomas N. Robb (and English friends)*

**LT:** You *say that the Kyoto conference was JALT's first, yet wasn't it called the second conference?*

**TR:** Yes, you are right. We did call it the second conference because while it was our first as an organization, the organizers looked upon the Odawara seminar held the year before as our first.

**LT:** *When was the name officially changed to "JALT"?*

**TR:** That came about in 1977. At first of course, there was just the "Kansai Association of Language Teachers" but then some of the members who lived in Tokyo formed the "Kanto Association of Language Teachers" followed by a Nagoya group which first called itself TALT, the "Tokai Association of Language Teachers." At this time we were still publishing our newsletter as the "KALT Newsletter," which was no longer appropriate. Beginning with the January 1978 issue it became the "JALT Newsletter."

**LT:** *What do you see as the most significant milestones in JALT's growth up to now?*

**TR:** I would say that the first important one, after our change of name, was the decision to print the newsletter on a monthly basis starting with the January 1979 issue. It turned out that we started to attract members who were more interested in receiving the newsletter than participating in monthly meetings, so it added a whole new dimension to the organization. That was also the year when we inaugurated the *JALT Journal* which now has a good following even overseas.

I suppose the next would be the start of our Summer Institutes which was in 1981 and then the Seminars for Language Teaching in Industry, "Kigyonai Gogaku Kyoiku Seminaa" in Japanese, which were started in 1982. This last series of seminars, in particular, is significant because this was the first time we held an event which was entirely in Japanese. It was also the first time when we had a program that was directed towards non-members since these programs are for administrators rather than teachers.

The most recent milestone, of course, has been the metamorphosis of the *JALT Newsletter* into *The Language Teacher,* along with the start of bookstore sales.

Of course every time we add a new chapter or a new program it is a milestone of a sort, but these that I've mentioned are ones which have affected a change in our image and broadened the scope of our activities.

**LT:** *JALT has grown extremely rapidly. What do you attribute this growth to?*

**TR:** Well, basically JALT is fulfilling a need, or perhaps I should say a set of needs that were not

*(cont'd on next page)*

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being met by other academic societies. First of all, all other associations quite naturally use the Japanese language almost exclusively in their publications and meetings. This of course made it difficult for many non-Japanese to participate actively. Secondly, there were many people who did not have a suitable organization to belong to. There was for instance, no organization for those teaching in business or in language schools before JALT came along. Furthermore, I believe JALT looks upon language teaching as an art as well as a science and has therefore stressed hands-on training and the practical aspects of teaching and learning in a classroom environment in addition to the academic and theoretical aspects. This has attracted many who were not interested in joining a "gakkai" before.

**LT:** *You have been active in JALT now for nine years. What keeps you going?*

**TR:** Well, it certainly isn't the good pay ~ I'm still iust a volunteer. but I guess it's the challenge of being involved in a dynamic organization, to feel that I'm helping something good to happen. It is an interesting break from my classes to be able to get involved in computer programming and business-related activities, though these sometimes take up much more time than I'd like. The fact that I have an extremely patient wife, who fortunately is also a JALT member, has really made it all possible.

**LT:** *Thank you, Tom, for all the hard work, and for taking time off for also this volunteer servicc to JALT.*

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# 10周年記念論文集の発刊
## (JALT 10th Anniversary Collection of Papers)

同志社大学 北尾謙治
(Kitao, Kenji)

ＪＡＬＴが創立して早くも10年経つ。その間色々なことがあったが、当初10数人で出発したのが今や全国17支部、2,500余名の学会に育ったのは驚くべきことである。これは、多くの方々の御尽力と御協力によるものと思う。私も、数年来多くの方々の助力を得て、ＪＡＬＴの発展のお手伝いが出来たのはとても光栄なことと思っている。

ＪＡＬＴは国際的組織で、英語を中心として発展し、多くの英語の先生方に強い刺激を与えてきた。しかし、その一方、日本人の先生方の研究発表や論文が少ないのも事実である。日本に存在し、日本人会員が全体の６～７割を占める学会であり、大多数の外国語の先生は日本人であるので、その先生方の向上なくしては日本の外国語教育の向上はありえない。そこで、10周年記念論文集発刊に際し、日本語により日常の研究成果を発表して頂く企画を立てた。また、ＪＡＬＴの記録を整理し、多くの日本人の方々にＪＡＬＴを正しく理解して頂けるようにと考えた。

昨年５月の全国運営委員会でこの企画を提案したところ、満場一致で主旨に賛成して頂いたので、具体的な作業に入った。記念論文集の刊行は、ＪＡＬＴにふさわしい、全国的な規模のプロジェクトとし、ＪＡＬＴに直接関係のない方々にも参加して頂くこと、投稿はＪＡＬＴの非会員にもして頂くこと、現在出版されている論文集より学術的な出版物とすること、外国語教育の向上に直接、間接的に役立つことを目的に活動を開始した。

昨年９月の運営委員会では100万円余りが予算化され、編集委員や審査委員も次々と決定した。英語教育界10数団体の、会長、副会長、理事、運営委員を始め、活発に活動されている先生方の協力を得られた。編集委員、審査委員のうちＪＡＬＴの非会員は40名を越え全国30以上の都道府県にまたがった。まさに全国的で、しかも語学教育諸団体の協力事業となった。

経験豊富な先生方の御知恵を借りながら編集方針等を決定したが、特に気を使ったのは審査方法とその結果の取り扱いであった。何度も投稿者と手紙をやりとりして、どうにか公平な方法を制定した。

原稿は予想をはるかに越え、論文30編、研究ノート３編、学会報告８編、書評１編が集まり、海外からの投稿や、日本人以外の投稿もあった。この中には昨年行われた全国大会10の内８つからの報告が含まれていた。また、ＪＡＬＴらしく、日常苦労して開発された貴重な教授技法に関するものも多く含まれていた。

いうまでもないが、ＪＡＬＴの役員の協力もあった。全国17支部の紹介記事を始め、ＪＡＬＴの沿革や今日の活動、セミナーの報告、*The Language Teacher* や *JALT Journal*、国際大会、親団体のＴＥＳＯＬ等の紹介記事、研究助成金を支給して行われたプロジェクトの報告等である。こうしたことによりＪＡＬＴの活動記録を残すと共に、多くの方々にＪＡＬＴを理解して頂けることと思う。

広告や寄付金も予想以上に集まり、論文集のページ数を150ページから200ページに、3,000部の印刷を4,000部に、1,000部の寄贈を1,500部に増やすことができた。10周年記念論文集は、このように、多くの方々の御理解と御協力により現在着々と作成が進められている。

原稿は、審査委員のコメントと訂正を十分考慮してすべての執筆者に書き直して頂いた。また、論文集の原稿作成要領も設けたので、全体の形式が整った論文集となる予定である。

たくさんの方々の御協力に感謝すると共に、１人でも多くの人々に読んで頂けるよう会員の方々の御協力を御願いする。発行は８月中旬の予定で、㈱日本洋書販売を通じて全国の洋書取扱店で販売する。１校でも多く学校図書館に配本され外国語教育の発展に寄与して、多くの方々の苦労がむくわれることを期待する。

# LOCAL CHAPTERS

JALT is also very much the local chapters, which often provide the only forum for hands-on experience with new methods and for contact with other concerned language instructors in the area. In the following Y. Sato describes JALT activities in one such isolated area, and D. Maybin depicts the trials with staging such activities.

## ＪＡＬＴ北海道と私
(The JALT Hokkaido Chapter)

北海道工業大学　佐　藤　行　敏
(Sato, Yukitoshi)

1. 吹雪ではじまったＪＡＬＴ

1979年２月４日、そのころ札幌医大の講師　Waterberry 氏（現在岡山県の川崎医大勤務）にさそわれて吹雪の中を藤女子大学へ出むいた。Freeman 氏のサイレント・ウェイの講演が行なわれる筈であった。ＪＡＬＴの主催であると言われたが、その時はＪＡＬＴなるものを知らず、とにかく英語の勉強になるのならという気持で行ってみた。ところがひどい吹雪のため講師が札幌に来られず、この講演会は成立しなかった。代りに Waterberry　氏が集った人にＪＡＬＴの内容を詳しく説明してくれ、はじめてＪＡＬＴに参加する気持になった。この時来札出来なかった Freeman 氏は６月に札幌へ来て無事に講演をすませた。サイレント・ウェイに接したのはこれがはじめてであった。運用面ではむずかしいが、生徒の動機づけには学ぶべき点があると感じた。

2. ＪＡＬＴ北海道夏期セミナー

同じ年の８月14日から17日迄、ニューデイスクールを会場にしてＪＡＬＴ主催の夏期セミナーが実施された。これには東京から David　Hough 氏、アメリカから Kimizuka 博士、Helen Munch 氏、 Rosanne　Skirble 氏が来札し、それぞれ一日ずつ講師を務めるという大変に豪華な陣容であった。ただ残念なことに、参加者が10名程度とごく少なかった。中学校の先生方の参加が非常に少ないのが残念なことであった。このことはこの催しだけのことではなく、他のＪＡＬＴの例会などでも同じようなものなので、もう少し中学校の先生方の積極　を期待したいものである。参加者が少なかった夏期セミナーだったが、それだけに各講師と昼食を共にしたり、質疑応答をていねいにやってもらえたりで、参加した人々にとっては非常に有意義な催しであった。Munch 氏と Skirble 氏の二人にはそれぞれ私の自宅に一泊していただき、日本のごく平均的？な家庭の一部を垣間見ていただいたのも楽しい想い出である。特に子供達は一緒に高校野球の全国大会の試合をテレビで見たり、近くの神社へ盆踊りに行ったりして、身ぶり手ぶりで仲良く遊んでもらった。

3. ＪＡＬＴ全国大会――京都――

やはり同じ年の11月23日から25日迄、京都市の同志社大学でＪＡＬＴの全国大会が実施され、参加してみた。私にとって、はじめての全国大会であるが、いろいろと感心する点があった。まず、全体の運営が完全といってもよいほど英語で行なわれていた。講演やワークショップはもちろんのこと、掲示、放送、展示すべて英語一色である。これは国内の他のこういった催しではちょっと見られないことであり、それだけでも貴重なものだと思う。しかも、英語だけによる運営がごく自然な調子で行なわれていた。休み時間にはコーヒーをのみ、クッキーをつまみながらそこここでなごやかな英語による歓談の輪がみられた。講演やワークショップは非常に盛り沢山でごくその一部にしか参加できないうらみがあったが、私が可能な限り出席してみたところでは、それぞれが充実した中味の濃いものであった。質疑応答が本当に活発なものであることもこれ迄のこの種の催しとは大きな違いであった。英語を母国語とする人々の参加が多いせいもあったが、質問が簡潔で答えの方も的確であった。とかく日本人には質問をしているのか、意見を述べているのか明確でない人が多いので、学ぶべき点の一つであると思う。更にワークショップの中味は参加した範囲ではいずれも実用的　　すぐにでもそれぞれのレベルの教室や職場などで実行可能なものが多かった。特に参加者があっという間に実際の活動に楽しくひきこまれ、指導する立場と指導される立場とをしらずしらずのうちに習得できるようになっているのは驚きであった。この大会のあと、三年ばかり続けて大阪、名古屋、東京の全国大会に出席したが、それぞれ有益なものであった。

4. ＪＡＬＴ北海道の書物展

1981年９月12日と13日の二日間、札幌ビジネスアカデミーを会場にＪＡＬＴ主催による英語関係の書籍展が行われた。十数社ばかりの出版社が参集し、書物展や講演会が行なわれた。これにはかなりの参加者があり、大変にぎやかで有益な催しであった。

以上が私個人の印象に残っているこれ迄のＪＡＬＴの様々な催しである。最近は北海道における毎月の例会も充実したものになってきている。参加者も着実に増加してきている様子である。ＪＡＬＴは
に関心を持つ人々の集りなので本当に幅が広く、一定の場所で指導している私にとって大変参考になることが多い。これからも大いに参加をしていろいろと学びとりたいものと考えている。

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## THE TRIALS AND TRIBULATIONS OF JALT IN THE PROVINCES

**By Don Maybin, Coordinator, JALT-Takamatsu**

With star-studded speakers, sizable memberships, and bottomless budgets, the major urban centers like Tokyo and Osaka would seem likely to attract all the action in our illustrious organization. However, the chapters located further off the beaten language-teaching path should not be dismissed merely as rural appendages necessary to maintain the 'zen-koku' in our name. From Sapporo to Naha. JALT groups

*(cont'd on next page)*

(cont'd from page 9)
thrive as unique and important sources for professional development in their communities. 'Wilderness' meetings are frequent and feel more like family gatherings where new initiates become part of 'the gang' ("Who brought the brownies?" "Brownies?! I'll join!") and nametags are unnecessary. Still, all this rustic bliss is not without its problems.

First, there is the annual rite of 'choosing an executive.' In the 'Big T' there is a heated run-off between perspiring aspirants; but volunteers willing to serve as an outback executive can be few and far between. Local eager beavers are few and have often already been trapped into leading their school judo clubs, judging the 96th semi-annual ESS Speech Competition,. or acting as official interpreter and tour guide for alien visitors. Fortunately however, in smaller urban centers the periodic new faces are easily identified as F.0.B (Fresh Off the Boat) and are potential candidates.

Another hazard frequently encountered in executive foraging is the 'village-feud.' Out here there is usually a limited market, and a matching, limited number of language schools. Everyone knows who 'owns' which 'sensei' and the competition for customers can be cutthroat. Chapter coordinators must take special care not to overload their executive committees with officers from one particular establishment, no matter how sincere and energetic they may be. Otherwise accusations abound: "You can't fool me! JALT is lust a front for 'Uncle Alfonso's English-thru-macrame Academy!"

Of course, for the really plum positions a certain degree of discretion is applied. Coordinators (leaders, presidents, heads ~ regional variations exist) are normally long-term residents who have faithfully attended most meetings for the past several years. For these, the numbers attending monthly meetings suddenly become a fixation, as late-night calls from publicity persons make sleep difficult ("What's functional/notional' and how do you say it in Japanese?").

The next hurdle is the search for meeting facilities. This can also be an exercise in biting one's bottom lip and counting from ten backwards, since rural officialdom is constantly trying to outdo its urban brother in bureaucratic red tape. Unless you are teaching the third cousin of the major's niece, the paperwork for reserving a room can take almost as much time as the actual meeting. But fear not! Backwater membersnip figures usually hover around the minimum set by JALT-National moguls; thus, if worse comes to worst, one can always commandeer the recording secretary's living room or treasurer's backyard (the latter a common rural fixture ~ eat your heart out Osaka!), and be quite comfortable, thank you.

Ultimately the problems of wilderness groups are often not so different from those in the larger cities. The formation of a new chapter is accompanied by a rush of eager anticipation and membership energy, but as the years drift by, so does the novelty and, like cherry petals in the April breeze, less devoted JALTies begin to ignore the monthly meeting announcements. The frontier has been conquered and suddenly JALT is a permanent fixture taken for granted. One fantasizes about holding a major conference as six martyrs straggle in for yet another discussion on yet ***another*** bright, beautiful, and sunny day. With the backyard and beach mere steps away, tennis and gardening can wreak havoc on a Sunday session as both audience and presenter gaze wistfully out at the weather. On the other hand, when the chips are down the old country grapevine still rustles up a presentable crowd when a 'star' comes to town. With all their drawbacks. JALT chapters in the sticks are of major value. Unlike their more urban counterparts, local chapters are often the only source for concerned language teachers who want to keep up with what is happening in the field, or for those who just need a sympathetic audience with which to exchange ideas. In tact, it is this need for interaction with other instructors that has led to the formation of many a 'rural' chapter.

But this brings us to the final, most frustrating problem. You've finally built up an eager, dedicated membership complete with a terrific executive when, out of the blue, that ingrate gang who have been happy commuting their two and a half hours (one-way) to get in for the monthly JALT show decides to form their own chapter. The cheek! . . . and all the best to them! Happy tenth anniversary!

**SPECIAL ISSUES OF *THE LANGUAGE TEACHER* FOR 1985**

**June – 10th Anniversary – Torkil Christensen**
**July – Dictionaries – Bill Crawford**
**August -. Conference issue**
**September – More on the conference – Teacher Training**
**November - Total Physical Response -Dale Griffee**
**December – Conference reviews**

**This month's special issue on JALT's 10th Anniversary was guest-edited by Torkil Christensen.**

# JALT News

## JALT10周年記念論文集の寄付について

(Donors to JALT 10th Anniversary Commemorative Collection of Papers)

10周年記念論文集に下記の方々より御寄付を頂きましたので、氏名を記載し、感謝の意を表します。（敬称省略）

Steve Brown、井上博史、池浦貞彦、佐々木寿郎、永井智、Yoshiko Matsuo

尚、この寄付は6月末日で締切らせて頂きます。御寄付を頂いた方には論文集を2冊差し上げます。

## JALT10周年記念論文集の販売について

(Sales Information on JALT 10th Anniversary Commemorative Collection of Papers)

ＪＡＬＴ10周年論文集は9月上旬より全国の洋書販売店にて販売いたします。定価は1,800円です。他の書店でも注文出来ます。洋販の取扱いであることを告げ御注文ください。会員には会員割引料金1,200円（料金込）で郵送販売を行います。会員割引料金の場合は*The Language Teacher* の折込みの郵便振替用紙で御申し込みください。この場合は *The Language Teacher* の増刊号としての記念論文集となります。

## 中央計画委員会の再編成についての提言

(Planning Committee Reconstitution)

香川短期大学　Steven A. McCarty

現在、執行委員会のかかえる仕事は、その処理能力を越える程多くなっており、必然的に、長期的展望にたった計画の遂行は後まわしとなり、当面の問題を処理していくことが優先されている。

執行委員会には、会長を含め７人の役員がいるが、その仕事量が多いにもかかわらず、外からの協力があまり得られていないのが現状である。もし、中央計画委員会（以下、委員会）が執行委員会の手助けをすることができれば、ＪＡＬＴはもっと円滑に機能することができるようになるであろう。

こうしたことを踏まえて、ここに筆者は、委員会が再編成されることを提案し、その再編成にあたって、次のようなことを提言したい。

まず、委員会は執行委員会の負担を軽減するために、幹部秘書やＪＡＬＴ事務職員といった会長補佐員を任命及び再任する権限を持つべきである。何をなす必要があるかということは、中央の幹部が一番よく把握しているからである。

次に、委員会は、ＪＡＬＴが日本社会に、より広く、より深く根づくために、今以上の日本語の導入及び日本人の参加を考慮すべきである。現在は、英語が主体となっているＪＡＬＴの活動に、日本語をより多く加え、ＪＡＬＴのバイリンガル化を推進すべきである。又、高校の教員を対象とした研修会を開催する等、地域社会に貢献のできるプログラムを組んだりすることにより、より多くの日本人の参加を得ることができる。こうした活動を通して、日本社会に有益な貢献のできる日本人のリーダーも、より多くうまれることであろう。最近、北尾謙治氏は、日本語の論文集である『ＪＡＬＴ10周年記念論文集』を作成するにあたり、その協力者として50名程の日本の諸先生を集められた。ＪＡＬＴが日本で受け入れられるための重要な突破口をまさに見つけんとしていると言える。

又、委員会は、ＪＡＬＴが日本の外国語教師及び学習者の専門的な団体として、日本の教育組織の主流に向かって、活動の場を広げる手助けをすべきである。例えば、日本教育界の著名人から成る理事会や顧問会等を組織し、そこを通して国や地方の様々な重要問題に取り組むことができよう。こうした活動の積み重ねにより、日本の英語教育界は、ＪＡＬＴを自分達の目的を遂げるのに必要な所だと認識するようになるであろう。

更に、委員会は、政府の教育組織がＪＡＬＴに尽力を求めてくることを予期し、実際に要請のあった時に、その要請に応じられるよう、研究を重ねていくべきであろう。

最後に、委員会がＪＡＬＴの成長に貢献できる道として、新しい支部の創設を奨励することであろう。委員会では、どこに新しい支部を開くことができるか、どういった方法で支部設立を進めていくのが最善であるか等を検討すべきであろう。

以上のような改革をもって、委員会は執行委員会を補佐し、ＪＡＬＴの今一層の成長に手をかすことができるであろう。

訳：松山東雲短期大学　塩　入　　澈
(Shioiri, Kiyoshi)

JALT '85 KYOTO

## 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**

## PROCEDURES

I. 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 cornmittee. 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 IWO copies of the longer version, one *with* and one *without* your name, etc.

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
J ALT, c/o Kyoto English Center
Sumitomo Seimei Building
Karasuma Shijo Nishi-iru
Shimogyo-ku, Kyoto 600

## 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.

1. **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

*(cont'd on next page)*

(cont'd from page 13)

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.

### 3. 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 nave an answer, don't reel 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**

## 第11回ＪＡＬＴ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ＪＡＬＴ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、ＪＡＬＴ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。ＪＡＬＴ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

選考委員会用に、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。

(cont'd on page 25)

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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 [ Other

**b) Estimate of** % Practical **vs.** Theoretical %

**C)** [ 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 or 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 |
| O Speaking | [ CALL/CAI | [ Video | [ Literature |
| [ Reading | [ ESP | [ Computer Hardware/ Software | [ Teacher Training |
| [ Writing | [ Music/Drama | | [ Testing |
| [ Culture | [ Activities/Games | [ Other: _____ | [ 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.) ❑ 1% 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 –**

# MyShare

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

## THREE ACTIVITIES FOR THE CLASSROOM

### By William Lee, Sendai YMCA

To be effective, classroom activities must provide both fun and useful language practice. This month, I would like to share three activities which my students have found to provide both. Each requires little preparation and can easily be adapted to a variety of levels.

### Memory Game (A Variation)

The first is a grammar/vocabulary activity with a difference: it can make these otherwise boring subjects interesting and enjoyable. You may be familiar with the memory game in which students are shown a tray of objects for a certain amount of time ~ say, 30 seconds – and then must try to list everything they remember seeing. In this form it is a simple vocabulary game for children or beginning adults. It can be transformed into a much more instructive and challenging game, however, by having the students describe the objects as well as list them. As such it can be tied in with the use of adjectives in a grammar-based syllabus or with description in a functional-notional syllabus.

I usually begin by teaching my students the rules for the order of modifiers before a noun. As an example, I show them my chalk case and ask them to supply adjectives to describe it. I usually get words such as "white." "plastic" and "old," which I then write on the board in the proper orfer. A full description, including the categories of each modifier, might look like this:

| general (size, shape) | age | color | material | noun modifier | noun |
|---|---|---|---|---|---|
| little | old | white | plastic | chalk | case |

A good grammar book will give you the proper order. The categories above are based on those given in Quirk and Greenbaum's ***A Concise Grammar of Contemporary English.*** I have changed the names of the categories, however, to make them easier for the students to understand.

For the game itself I use a dozen or so common objects such as a pencil, an eraser, a paper clip, a tea bag, a coffee cup, a tennis ball, etc. It doesn't matter how easy this vocabulary is; the real test is in the students' attempt to string together a long list of modifiers before each noun. I usually make it a team game, dividing the class into groups of three to five. After viewing the tray of objects for a minute or less 1 give each group five minutes to list everything they saw with as many modifiers as they can think of. At the end of the time I award one point for each object remembered and an additional point for each correctly placed adjective. Thus, "pencil" scores one point, "yellow pencil" two points, and "long yellow pencil" three points. "Yellow long pencil," however, would only score two points, since one of the adjectives is in the wrong order. The more inventive and/or advanced your students are, the longer and more interesting their descriptions will be.

### Picture Transmission

The second activity, which I call "picture transmission," is a communicative rather than a grammar exercise. It also involves description, but this time the emphasis is on describing locations. I begin by sending one of the students out of the classroom for a short time. While the student is out, 1 show the rest of the class a picture and ask them to describe it, paying particular attention to the location of each person or object in the picture. When I am satisfied with their description (students sometimes have to be prompted to get it right), I call in the student. The class must then tell the student exactly what they saw, and the student draws the picture on the blackboard. During the drawing process I try to remain silent and leave the student under the guidance of the class, unless he or she becomes overly concerned with details or the quality of the drawing, in which case it is sometimes necessary to point out that this is a language exercise and not an art class. When the drawing is finished we compare it to the original picture. If there are major discrepancies between the two 1 suggest ways in which the class could have given a better description.

The picture chosen for this activity obviously depends on the level of the students. For an elementary class a simple picture or drawing of a few pieces of furniture in a room is best. For higher levels a more complicated or ambiguous picture can be used. To make the game even more challenging, try sending two, three, or even four students out of the room and call them back one at a time. The class then describes the picture to the first student, who in turn describes it to the second, and so on. The last student must then draw the picture on the board.

### How Do I Do It?

The last activity is a fluency activity which gives students the chance to practice giving instructions, sequencing, and other useful language. 1 sometimes begin by instructing one of the students to turn on the tape recorder and play a tape. Of course, everyone knows how to operate a simple cassette recorder, but it's the language of the procedure that I want to con-

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(cont'd from page 17)

centrate on. Thus I would say: "Plug in the tape recorder. Now press the 'eject' button and put in the tape. Now Dress the 'play' button." I then show the students how these-direct instructions can be transformed into general instructions by the use of the impersonal "you." In modeling the general instructions I also point out the use of sequence markers such as "first," "next," "then," etc. The model, therefore, would look something like this: "First you have to plug in the recorder. Next you press the 'eject' button and put in the tape. Then you press the 'play' button."

Once the students have seen and understood the model. the actual activity can begin. I give each student a card on which is written a task for which I want the procedure explained. If a student has trouble explaining the procedure on the card, I invite the other students to help. As a last resort, I will supply the missing language myself. If a procedure is particularly long or difficult, I sometimes have another student repeat it. This encourages the students to listen to each explanation rather than worry only about what is written on their own cards.

The following is a list of some of the things I have had my students explain. You will obviously want to choose those most appropriate to the level of your class. You will probably be able to think of lots of other good topics on your own.

**Please explain – how to use chopsticks**
**how to boil an egg**
**how to cook instant ramen**
**how to make a call on a public phone**
**how to buy a train ticket from a machine**
**how to play pachinko**
**how to change a flat tire**
**how to avoid a hangover**
**the rules of sumo wrestling**

### References

Quirk, Randolph and Sidney Greenbaum. ***A Concise Grammar of' Con temporary English.*** Harcourt Brace and Jovanovich, 1973.

***English Without Anguish.*** The College Women's Association of Japan. This excellent "English Conversation Handbook," which contains slightly different versions of the last two activities, unfortunately seems to be out of print.



# 多様化の英語教育

## —第19回TESOL国際大会に参加して—

(Report on the 19th TESOL Convention)

同志社大学 北 尾 謙 治
(Kitao, Kenji)

世界の英語教育の動向を知ることができるＴＥＳＯＬ国際大会は、４月８日から14日まで世界数十ケ国より5,000名以上が参加して、ニューヨークのヒルトンホテルで行われた。我が国からもＪＡＬＴの役員や会員を中心として、20名余りが参加している。研究発表を行った者も数名おり、好評であった。特に、David Hough氏の発表はアンコールで２度も行われた。

今大会では、８・９日にコロキアとワークショップが中心に、残りは一般の発表を中心に行われた。例年のごとく朝７時から夜は遅くまで、ぎっしりとプログラムが詰まっており、目まぐるしい１週間であった。

全体的な動向は、ますます多様化した英語教育になりつつあることであろう。難民に対する英語教育とバイリンガル教育が主流の感はするが、コンピューターを利用した語学教育やビデオを利用した教育も定着し、どこにでも見当る感じを受けた。

ビデオテープに関しては米国は英国より制作ではかなり遅れていたが、ＥＳＬ専門のビデオテープを作成する会社も出来、何本かが制作されている。うち１本は、ロングマン社よりすでに市販されている。今後は益々米国でビデオテープが作成されそうである。英国ではビジネスマン向のビデオディスクの制作が試みられ、コンピューターと接続して、ブランチングを行うことも実用化されている。英米の主な出版社はビデオテープの販売を行うようになったと言っても過言ではないだろう。

コンピューターのソフトも豊富になり、多くの出版社がハードウェアを持ち込んでデモンストレーションを行なっていた。中心的なものはドリル、文法、読解で、音声機能も備えて聴き取りや発話の訓練も出来るようになったものもあった。絵を利用してドリルを行うものもあったが、コンピューターの画面は不鮮明でもう少し工夫が必要だと感じた。簡単なプログラムや幼児向のものが多かったが、随分と工夫をこらし、学習者の能力に応じ、ヒントを与えたりすることのできるプログラムもあった。コンピューターを利用した言語教育の発表は多く、special interest group にもなっており、今後益々発展が期待できる。

今年の大きなブームは聴解、とくに中・上級レベルを対象としたものであろう。各出版社も競ってこの分野の教材を出版しているし、我が国もこの分野の教材は少ないので、この影響は強く受けると思う。ただレベルの点で、多くのものは学校教育には利用しにくいほど難しい。全体的には、人工的なものではなく、自然な情況での発話を聞かせるものが多い。コミュニケーションを根本と

(cont'd on page 30)

# JALT Undercover

***CLOZE ENCOUNTERS: ESL Exercises in a Cultural Context.* Thomas Buckingham and Richard Yorkey. Englewood Cliffs, N.J.:Prentice-Hall, 1984. 95 pp.**

This is a book of 31 cloze passage readings. Each passage is aimed at a particular grammatical point such as article usage, superlative adjectives, possessive pronouns, and so on. Each passage also deals with some aspect of American culture, e.g. American Christmases, Americans and pets, or the role of women in American workplaces. The exercises are intended for ESL students who are able to read intermediate-level English prose but need more practice in selected grammar and vocabulary points. The text is not a course in itself and is intended by the authors to be used in conjunction with other material. Each passage contains about 30 instances of the particular grammatical problem in question. It is not necessary to use the passages in order and instructors can pick and choose which passages are relevant to what they are trying to teach or what difficulties their students are having. Each of the 31 passages also has, in addition to the cloze/reading, about five comprehension questions and a writing assignment.

I have used this book in three ways. The first way was to assign relevant passages to a class which had as one of its goals learning a bit about American and European traditions. Since this goal was very important to the class administrators, I gave the students some of the passages. The cultural information was very useful and enlightening for the students, but the difficulty of the readings was a barrier to student comprehension. Since it was a low-level "daily English conversation" class, this is not surprising. I would say it was moderately successful.

The second way I've used this book was to take the passages in order as supplementary homework for an intermediate group whose main focus was on developing listening skills. This class met weekly for two hours and each homework passage took about 30 minutes of class time to go over. One student told me that it took her at least one hour (and more often two) to complete each passage – and longer if she did the writing assignment. Other students concurred that this was an accurate assessment of homework time necessary. In this particular class the text was well received by those students who were interested in explicit grammar and by juku teachers. It was not so well received, however, by the students interested mainly in conversing in English and gaining confidence in their ability to communicate in English. Some of the passages did, nevertheless, provide stepping-off points for lengthy and interesting discussions because thev contain so much cultural information about America. Cloze Encounter 12. "Let Us Pray." which is concerned with religion in the United States, sparked a particularly lively discussion, as did another passage on social classes in America.

The third, and probably most efficacious, way I've used this book has been to assign particular passages to individual students when I notice a recurring grammatical problem area. This requires the instructor to keep records of individual student problem areas and of what passages have been assigned to each student. Also, it puts a financial burden on the students to purchase a book that they may end up not using a great deal. The publishers might want to consider increasing the purchase price a bit and giving teachers permission to make photocopies of the passages. That way only relevant passages would be given to the students. In any case, a student who does every passage in this book will have done a study or review of the most common grammatical problem. areas.

In the "To The Teacher" introduction, the authors explain what cloze passages are and how they teach. There is also a clear explanation of how to use the book for both the instructor and the students.

The mam way the authors suggest using this book is to have the students notice what they will be focusing on, read the whole passage before writing anything, then fill in the blanks from beginning to end, read again for meaning, answer the comprehension questions, check answers in the answer key, and finally discuss optional answers with the teacher. There is also a page for students to record their scores. The writing assignments are seen as optional by the authors.

In most cases, the authors of this work intend it to be used only for review and reinforcement after a particular point of grammar has been gone over and practiced in class, but the authors also suggest that this book can be used to "pretest" – that is, to give a passage to students before practicing a grammatical structure, in order to demonstrate to the students that they need work in a certain area and in this way to generate student interest. I have not tried this, but it seems like a plausible idea.

In Japan this book should be welcomed as a valuable new teaching resource. Instructors should be aware, however, that the readings are complex and students will often need to consult their trusty (or not-so-trusty) dictionaries to help them through the passages.

**Reviewed by Gary F. Wood**

***REACT INTERACT: Situations for Communication.* Donald R.H. Byrd, Isis Clemente-Cabetas. New York: Regents, 1980. 172 pp. ¥2,140.**

A little survey at the end of the Oral English course confirmed the message I had received through the classwork already: The book was 'just right' for the majority of the second-year students at our junior college (77 percent just right, 13.5 percent easy, 8 percent difficult and 1.5 percent verv difficult). While searching for a new book some time ago I wondered if there were not too many pictures, too many empty spaces and too few texts in *React Interact* though I never doubted that topics like Choosing *a Spouse, Comparing Standards of Beauty,* and *Distinguishing between Friendship and Business* would appeal to young Japanese women. But the dearth of verbal input seems to stimulate the verbal output from the students. Many of the pictures serve as a motivating introduction to the chapter, and the students produce imaginative descriptions, assumptions and interpretations, first revealed to their partner and then to the group or class. There are certain constant features in each unit, like the picture, the presentation of the situation, 'Oral Interaction,' 'Written Reaction' and 'Vocabulary,' but the variety within this format and the thought-provokmg topics guarantee sustained interest from students and teacher alike. The learners are asked to answer questions, debate the pros and cons of an issue, solve a problem, reach a consensus, fill in blanks, complete sentences and match exercises. There is, moreover, room left for creativity: The questions can be made more personal, many situations are suitable for role-play, etc. However, the novice teacher who would like to stick to the book as it is, will most probably get satisfactory results, too, if the students are linguistically equipped to deal with topics of common human interest.

The suggested time for each unit is one to two hours. There is no prescribed order of presentation of the 22 units, so the 'Ideal Secretary' and 'Careers' can be scheduled around the job hunting season. for example. The 50 questions of chapter 22, 'Bits and Pieces,' have a filler function and help to prevent overstretching of a topic or early dismissal of the class.

According to the authors, the book has three aims: "(1) to provide stimulation for real classroom communication; (2) to expand knowledge of the English language, particularly vocabulary and grammar; and (3) to focus on the diversity of students' own values while sharpening their process of values clarification." It seems to me that adherents of any approach or method can use the book as a main source of their activities if they are willing to contribute to the dimension they wish to emphasize. Those favoring the notional-functional outlook will find a description of the topic next to the title, in addition to the index of topics at the end of the book, beginning with *Aesthetics* and ending with *Work Qualification.* The table of contents displays the functions that can be practiced with each lesson. e.g. chapter 6, *A Once-In-A-Lifetime Opportunity. Choosing between Marriage and Career.* Giving Reasons: Describing. No explicit aid for expressing these functions is given but the resourceful instructor will easily find material s/he wishes to practice. The structurally inclined teacher will be interested in the index of grammatical forms and the corresponding unit numbers and supplement the class with drills and exercises. The 'Written Reaction' of each chapter is often structurally based, too.

Part of our Oral English program takes place in the language lab, where we would like to give the students listening material which has to do with the topics in class, thereby facilitating the listening process and enriching the vocabulary. We are still collecting suitable tapes, however. The oral exercises are chosen, as far as possible, according to the structures and functions used in the unit, like *comparison* when the chapter 'Pictures at an Exhibition' is on the program.

As to little flaws of this book, it could perhaps be pointed out that certain vocabulary items are somewhat arbitrarily chosen. *Disco, guest, dry* belong to a category different from *introvert, predicament, conscientious,* at least in Japan. My advice regarding the two mysteries: 'The Murder of Lady Gerta' should be scheduled before 'The Family Jewels' since the latter is more difficult to solve. I wonder why 'hunting boots' was changed to 'military boots' in the latest printing. It makes the mystery even more mysterious, at least for an amateur-like myself. In Written Reaction No. lb in chapter 20. 'Careers,' the cue *gender* instead of *sex* would initiate more natural constructions, 1 believe.

The fact that this book was published in 1980 should not discourage any prospective users. *Leaving Home, Retirement, A New Factory in Town* are further topics indicating the timelessness of this book. Thanks to *React Interact* I really enjoy teaching Oral English and do not I: ! repeating the lesson in parallel classes since ach group comes up with new ideas and opinions. At the same time, the recurring framework of each unit assures stability and continuity, a feature most teachers will welcome, too.

**Reviewed by Helen Kraemer**
**Sophia Junior College**

## REVIEWS in BRIEF

***TALKING WITH AMERICANS: Conversation and Friendship Strategies for Learners of English.* Pamela J. Sharpe. Boston: Little, Brown and Company, 1984. 153 pp.**

It is Sharpe's belief that for making friends with Americans, understanding friendship in terms of American culture is just as important, if not more important, than speaking English fluently. By knowing how to *act* friendly within

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a given culture one can make friends, regardless of language ability. The purpose of this book is to enable the student to understand how to best utilize English to make friends and gain acceptance in American culture.

The text is divided into eight units, each dealing with different aspects of friendship, such as choosing friends, meeting strangers, and hospitality. The exercises contain written summaries and responses to the readings, questions for small-group discussion, comprehension questions, and perhaps most important for ESL teachers in Japan, role-playing and key phrase practice for making friends using spoken English, such as *What's going on? Is that right?* and *Unhuh.*

The major drawback of this text is that it is intended for students who are already living in the United States, although it could be adapted for use in Japan. Another problem is its ethnocentric ring – the assumption that making friends with Americans requires some special strategies, and that if one masters these strategies then one can become the most popular non-native speaker of English on the block. *In* a sense it contradicts what I am always trying to impress on my students: that Americans are just people too, and don't need all the special sort of treatment that is so often assumed necessary when Japanese "deal" with them. Despite my apprehension, however, Sharpe deals quite practically with a very real problem for international students living in the States: isolation. She also makes quite clear that the responsibility for making friends is a two-way street and that not speaking perfect English is no excuse for not being able to make friends with Americans.

**Reviewed by Elizabeth Falconer**
**International University of Japan**

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## *IN ENGLAND.* Penrose Colyer. Macmillan, 1983. 96 pp.

This book has two big faults: it contains untrustworthy information, and there are a lot of silly pictures. A further drawback for Japan is that, being aimed at students planning homestay study trips to England, it is irrelevant for most of our students.

Illustrations take up over half of most pages, in what struck me as a desperate attempt to sweeten a bitter pill. The silly pictures among them are too numerous for individual mention. To be sure, a light-hearted approach is a wonderful idea for holiday study, but silly pictures aren't enough, even if they do have little speech bubbles to prove they are linguistically relevant.

A lot of the information is untrustworthy because it is simply already out of date. For a country where inflation has been pretty steep, it is dangerous to give postal charges, bus fares, etc. in a book that is supposed to have a life of even a few years. The same with the "realia" (tickets. signs, etc.) which are illustrated – a shame in a way, and perhaps an indication that it would be better to leave the collection of real realia to the students and teachers themselves.

There is a mistake about suffix and prefix letters on car numberplates which any student would recognise after a couple of minutes in the street. Things like this can shake confidence in a book.

The good bits: the "What have you learned?" review pages are notionally arranged, and lively and relevant. The language is in most instances carefully conrolled, but not forced or hyper-correct.

**Reviewed by Paul Snowden**
**Waseda University**

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## *THE PRACTICE OF ENGLISH LANGUAGE TEACHING.* Jeremy Harmer. Longman paperback, 1983. 252 pp.

This book, one of a series of handbooks for language teachers, is aimed specifically at teachers whose students are interested in learning English for the purpose of communication. The first 40 pages give a straightforward account of current theories about language learning and teaching, but the bulk of the book concentrates on providing the teacher with a variety of useful suggestions and practical ideas to use in the classroom, supported by actual examples and illustrations from coursebooks readily available in Japan, such as *Strategies, Streamline,* etc.

The third and final part gives advice about management and planning and, here as elsewhere, the author provides a lot of tips which may be considered obvious but are all-too-often forgotten. For example, he says:

> In any one class there will be a number of different personalities with different ways of looking at the world. The activity that is particularly appropriate for one student may not be ideal for another. But the teacher who varies his teaching approach may be able to satisfy most of his students at different times.

I think the sections titled "Practice" and "Communicative activities" in part 2 of the book will be of particular interest to those looking for techniques that will stimulate interest in the classroom. Of course, many teachers will already be familiar with a lot of them, but I imagine even the most experienced teacher will find new insights and approaches that he may not have tried before. I am not suggesting that every teacher should buy a copy of this book, but I think it would be a useful addition to the reference section of any college, language school or company library as a source of useful ideas and reminders.

**Reviewed by John Brown**

***COMPOSITION.*** **Anita Pincas (with Barbara Johnson and Kate Allen). Macmillan, 1983. 61 pp.**

The purpose of *Composition* is stated in the Introduction: "This book practises the writing skills needed for Paper 2 Composition of the new' Cambridge First Certificate in English examination, which tests competence at the intermediate level."

The requirements for this examination are explicit: The composition should be between 120 and 180 words and can be written as a letter, description, speech, discussion, or narrative.

*Composition* attempts to give ample work in each of those categories and in general to improve grammar, vocabulary, spelling and punctuation, sentence construction, and overall organization.

*Composition* assumes the student has not only achieved considerable mastery of English, but also has received training in expository writing. This book would, therefore, be difficult to use – except on the most advanced levels – in Japan, where the teaching of expository writing is general either non-existent, scant, or terrible.

Also *Composition's* entirely British content might make it a bother for teachers unacquainted with British culture.

While I cannot recommend this book for general use here, I do recommend it for studying for Paper 2 of the Cambridee First Certificate examination. It is a lively little book filled with photographs, cartoons, drawings, and reproductions of advertisements. The writing style is simple and chapters are generally well organized.

**Reviewed by Alex Shishin**
**Aichi Insitute of Technology**

## *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 June.**

### CLASSROOM TEXT MATERIALS/ GRADED READERS

*Bulger. *Investigations in English* (student's book). Cassell, 1985.
*Menasche. *Writing a Research Paper* (Pitt series in English as a Second Language, #16). University of Pittsburgh Press. 1984.
*Read & Matthews. *Pyramid: A secondary course in English,* level one (Student's book). Collins, 1985.
*Reinhart. *Testing Your Grammar.* University of Michigan, 1985.

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Barbieri. *Fool's Dance: A communicative text for Japanese students,* Book 1 (Student's book, Teacher's guide and answer key). Mikuni, 1984.
Batteiger. *Business Writing: Process and Forms.* Wadsworth, 1985.
Cobb. *Process and Pattern: Controlled composition practice for ESL students.* Wadsworth, 1985.
Gregg. *Communication and Culture: A reading-writing text, 2nd ed.* Wadsworth, 1985.
Gregg & Russell. *Science and Society: A reading-writing text.* Wadsworth, 1985.
Peaty. *Functional Practice.* Cassell, 1985.
Porter *et al. Communicating Effectively in English: Oral communication for non-native speakers.* Wadsworth, 1985.
Segal. *Encore,* Book 1 ("English Developmental Reading" series). Heinle & Heinle, 1985.
Verderber. *The Challenge.or Effective Speaking, 6th ed.* Wadsworth, 198.5.
Yorkey *et al. New Perspectives: Intermediate English,* Book 1, 2nd ed. Heinle & Heinle, 1985.

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†Andrews. *English for Commerce,* elementary stage. Hulton, 198 1.
†Candlin. *Visiting Britain: The English you need.* Hulton, 1 984.
†Comfort *et al. Business Reports in English* ("Professional English" series). Cambridge, 1984.
†Richards & Bycina. *Person to Person,* Book 2 (Student's book). Oxford, 1984.
†Richards & Long. *Breakthrough, new edition,* Books 1 and 2 (Student's books. Teacher's books, Workbooks). Oxford, 1984.
†Swan. *Act One in English,* books 1, 2, and 3. Hulton, 1983.

### TEACHER PREPARATION REFERENCE/RESOURCE /OTHER

*Klippel. *Keep Talking* ("Handbooks for Language Teachers" series). Cambridge, 1985.
*McArthur, ed. *English Today: The international review of the English language 1:* 1 (January, 198.5).

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Guth. New *English Handbook, 2nd ed.* Wadsworth, 1985.

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†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.

**†NOTICE: The scheduled reviewer of Rivers:** *Communicating Naturally in a Second Language* **has withdrawn. Any JALT member who would like to assume responsibility for the review should contact the book review co-editors.**

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

*The Language Teacher* also welcomes well-written reviews of other appropriate materials

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not listed above, but please contact the book review co-editors in advance for guidelines. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan & Masayo Yamamoto, Shin-Ohmiya Green Heights I-402, Shibatsuji-cho 3-940, 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.*
Azar. *Basic English Grammar.*
Carrier & Pacione. *Spotlight on Rock Music.*
Christie. *Spotlight on Great Mysteries.*
Clarke. *The Turners at Home.*
Comfort *et al. Basic Technical English.*
Doff *et al. Meanings into Words,* intermediate.
Ellin-Elmakiss. *Catching on to American Idioms.*
Gilbert. *Clear Speech.*
Hasegawa & Wright. *This is America.*
Hedge. *In a Word.*
— ~ *Pen to Paper.*
Himstreet & Baty. *Business Communications.*
Holden, ed. New EL *T Ideas.*
Hope *et al. Using Computers in Teaching Foreign Languages.*
Jolly. *Writzng Tasks.*
Kingsbury & O'Shea. *"Seasons and People" & Other Songs.*
Knowles & Sasaki. *Story Squares.*
Lavery. *Active Viewing Plus.*
Lofting. *The Story of Doctor Dolittle.*
McRae & Boardman. *Reading Between the Lines.*
Morgan & Rinvolucri. *Once Upon a Time.*
Morrison. *Word City.*
Nelson. *Musical Games for Children of All Ages.*
Nomura. *Pinch & Ouch.*
Richards & Bycina. *Person to Person,* book 1.
Rinvolucri. *Grammar Games.*
Root & Matsui. *Campus Life, USA.*
Rubin & Thompson. *How to be a More Successful Language Learner.*
Saitz *et al. Contemporary Perspectives.*
Scarbrough. *Reasons for Listening*
Selinker & Glass. *Workbook For Second Language Acquisition.*
Sell *et al. Modern English. Cycle Two.*
Stokes. *Elementary Task Listening.*
Swan & Walter. *The Cambridge English Course,* book 1.
Underwood. *Linguistics, Computers, and the Language Teacher.*
Widdowson. *Learning Purpose and Language Use.*
Wright *et al. Games for Language Learning.*
Wyatt. *Computers in ESL.*
Yokoo & Nakamura. *A New Current English Composition.*

# Chapter Reviews

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

## HAMAMATSU

### INNER VOICE – OUTER VOICE

**By Ann Kristen Brooks, Sumitomo Metals**

The March meeting of JALT-Hamamatsu featured a discussion that caused us to look at what we. as instructors, are doing in the classroom.

"Do you experience a certain degree of conflict in your current teaching situation?" The discussion that followed this question led to a possible reason why this conflict does, indeed, exist for many teachers. The common approaches tc teacher training result in teachers relying on theories, technqies and methodologies developed by other people or institutions. The conflict, also according to Mrs. Brooks, stems from the fact that these approaches are superficial and do not involve a personal approach or style to teaching. At this point she stressed the necessity to harmonize our "inner" and "outer" voices; A.H. Maslow notes that a "good manager" developes the natural abilities of each athlete. It is necessary, therefore, for a teacher to find his/her "inner voice," and teach accordingly ("outer voice"), Mrs. Brooks likened an English teacher to an artist, who is required to have the techniques for appropriately and successfully expressing that "inner voice." Communication must be genuine.

**Reviewed by Scott Dutton**

### WARMUPS

**By Gary Wood, President, JALT-Hamamatsu**

On April 21st, Hamamatsu chapter president Gary Wood gave a workshop on "Warmups." Mr. Wood has been collecting what he terms 'warmups' for a number of years and has been adapting many of them for his own use in the classroom. In a very energetic workshop, Mr. Wood led the Hamamatsu chapter through 25 of these.

According to Mr. Wood, warmups have four very practical uses in the classroom. First, the use of warmups is a good way to get the students up and active from the very first class, and they

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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、選考委員会用に、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 京都市下京区四条烏丸西入ル 住友生命ビル8階
京都イングリッシュセンター気付
ＪＡＬＴ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。

(cont'd from page 24)
help to set a mood for subsequent classes. Second, they are a positive way to relax those students who equate language classes with pain and stress. Third, they are an ongoing activity in which even latecomers can participate before the actual lesson begins. And fourth, they are effective 'time fillers.'

Mr. Wood has broken his warmups into four categories according to their function: voice projection, extended and humanist, total physical response, and student-generated. The participants of the workshop spent a pleasant afternoon trying out a number of them firsthand.

**Reviewed by F. Parker**

## HOKKAIDO

### PROBLEMS OF TEACHING AND LEARNING JAPANESE

**By Fumiko Dobashi, Hokkaido University and C.A. Edington, Asahi Culture Center**

The Hokkaido chapter held its first 1985 meeting in March, on teaching a language other than English. Fumiko Dobashi and C.A. Edington presented the views of a teacher, and a student, of Japanese. Ms Dobashi began by summarizing teacher training programs for the teaching of the Japanese language which are available in universities and private schools. Most of these do not now offer any certification. Curricula are often designed to prepare foreign students for taking coursework in Japanese universities, not to train language specialists.

Ms Edington commented on the student's greater needs for learning practical and colloquial expressions heard in Japanese daily life. Further discussion brought up the question: Should formal, grammatical forms be taught before the informal ones? Ms Dobashi felt it was possible to learn conversational Japanese while learning grammar, but not possible to teach grammar while learning conversation.

During the open discussion period, foreign participants shared personal experiences involving confusing hand gestures and male vs. female speech. Others observed how the use and view of one's own language influences the learning of Japanese.

In conclusion, both speakers agreed that Japanese instruction should become more student-centered rather than remaining teacher- or curriculum-bound. This means setting clear goals to teach functional expressions and provide cultural background, and also to allow students to use expressions that reflect their own personalities.

**Reviewed by Dale Ann Sato**
**Sapporo Gakuin University**

## HIROSHIMA

### CREATING THE ACTIVE STUDENT

**By Don Maybin**

Don Maybin's presentation at the Hiroshima chapter's March meeting was a thought-provoking challenge to the currently popular theory that a relaxed, "non-threatening" environment is the most conducive to language learning. In the case of shy, reticent, self-conscious students, who have little or no confidence in their ability to speak a foreign language, such an environment may allow them, and actually encourage them, to remain passive.

Mr. Maybin has developed several techniques which, when mastered, he has found would allow the adult foreign language learners to actively control to their advantage a conversation in the foreign language. This, he says, assures comprehensible input. Such techniques include stopping a speaker when the listener does not understand; asking the speaker to repeat, define, spell and/or explain that which is incomprehensible; and paraphrasing to verify comprehension. Such techniques assure the non-native speaker of participation in the conversation and also indicate to the native speaker the level and pace at which to continue if optimum communication is to take place.

Maybin admitted that the techniques he outlined could be termed "heavy-handed" or aggressive in terms of the Japanese learner. Seemingly, within his own classroom, Maybin demands total participation from even the shyest of students. However, his "agressiveness training" is pleasantly masked in group activities in which an individual, although pressured to speak up, could feel somewhat safe and secure within the group.

**Reviewed by Kathleen Pappert**
**Notre Dame Seishin Junior College**

### PRACTICAL USES OF VIDEO IN SCHOOLS

**By John Brown, Tottori University**

John Brown began the April meeting of the Hiroshima chpater with a convincing argument in favor of bringing video materials into the classroom. Brown presented several comprehension questions to the audience, asking them to answer as many as possible after listening to a short, taped dialogue. When some of the questions remained unanswered, Mr. Brown played the tape once again, this time with its video dramatization. For this participant there was a significant increase in comprehension, as well as interest, when the visual elements of setting, characterization, and paralinguistics were added to the purely auditory element.

Brown then immediately set out to dispel misconceptions commonly held about video

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instruction. Video is not an easy option for teacher or student; it is not to be equated with "just" sitting and watching T.V.; it is not intended to take the place of the teacher. Two to three minutes of video can provide up to 100 minutes of intensive, teacher-facilitated classroom instruction. Brown demonstrated a variety of possible previewing, viewing, and extension activities, all of which were based on a three-minute excerpt from a commercially-produced video program.

Brown then went on to discuss several linguistic and production criteria which he has found useful in judging the effectiveness of commercial videos in terms of teaching communicative language. He feels that language must be natural and authentic and should never be sacrificed for the sake of grammar or structure. There should be a variety of characters of different ages, professions, and from a range of social classes. Technically, programs in which the camera focuses on body language and facial expressions are more effective than those which do not. To avoid ambiguity, the language should always be directly related to the images on the screen.

Mr. Brown ended his presentation by asking his audience to view a segment of a video and to decide how they would present it to a class that they were teaching. This last exercise was as convincing an argument on behalf of video as was his first.

**Reviewed by Kathleen Pappert**
**Notre Dame Seishin Tandai**

## KOBE

### THE CURIOUS HISTORY OF BORROWINGS IN ENGLISH

**By Dr. Kenneth G. Schaefer, Temple University Japan**

The April meeting of the Kobe chapter dealt with the history of borrowings in English. Is there such a thing as a "pure language"? Is there a "pure" English? Dr. Kenneth Schaefer explained that the core of the English word stock came from Old English, approximately 1,000 years ago. Actually, the true core of words could be traced back to a hypothetical Indo-European language of 4,000 years ago which is said to have originated somewhere in Central or Eastern Europe.

The earliest borrowings are from Latin before the Anelo-Saxons arrived. Old English can be said to have begun the day Anglo-Saxons emigrated to England, and it supplanted the Celtic languages there. Except for place names such as London, few borrowings came from the Celts.

With the introduction of Christianity, Latin words again had a big influence. Throughout the eighth and ninth centuries, the Vikings were invading and brought their language, Old Norse, with them, creating a new group of borrowings. The Norman Conquest resulted in the domination of the French language over the institutions of England for several hundred years, and caused what Schaefer called the most significant period of influence on English vocabulary. Then the Renaissance brought a rush of new words primarily from Latin and Greek and other Romance languages.

It was Schaefer's claim that these borrowings enriched English significantly, and that those who state that foreign borrowings result in the deterioration of a language may be disregarding the historical facts,

**Reviewed by Jack Barrow**
**Kobe Fukiai High School**

## TOKYO

### USING FUNCTIONAL MATERIALS

**By Jean Bodman**

In the preface to *Milk and Honey*, an ESL series for adults, the authors define language functions as "ways people behave and make others behave through language." This was the theme taken up by Jean Bodman, one of the authors of that text and speaker at the April meeting. Bodman presented research findings that support the use of functional materials, and showed how language functions can be distinguished and classified for inclusion in an ESL/EFL curriculum.

Using as an illustration the expression of thanks in different situations requiring varying degrees of formality, participants wrote down and then shared their responses. Cultural differences were noted. especially as between Japanese and Americans in their interpretation of the level of formality required in a given situation and the strategies for expressing it. Bodman pointed out how functions such as the expression of thanks, apologies, requests and the like, differ from one culture to another, and how long it takes for native-like proficiency to develop in ESL students in the U.S. The process can be greatly facilitated, however, when awareness of these functions is taught (as Bodman claims it can be) in the classroom.

The second half of Bodman's presentation was concerned with the rationale for small group work in general; namely, increase in student talking time, lowering of student anxiety and the possibilities for individualization according to group interest and ability as well as the advantages it affords in the teaching of language functions. The problem of large classes was also discussed and Bodman offered suggestions for techniques using small group activities that maximize individual practice in large classes.

As is often the case with speakers from abroad, the distinction between ESL as taught in English-speaking countries and EFL as it is taught in Japan, for example, was not specifically made. And while in a theoretical discussion of language functions and classroom techniques this may not seem important, it becomes an issue in textbooks where, for example, an ethnic mix of characters in a New York setting would be questionably appropriate for students in a country where English is a foreign language and not a language for foreigners who are aiming at acculturation.

**Reviewed by George Deutsch**

## SENDAI

### DESIGNING EFFECTIVE LISTENING COMPREHENSION EXERCISES

**By David Hough**

Mr. Hough began Sendai's March meeting by presenting a basic outline for language acquisition: (1) listening; (2) experimentation with redundant sounds to find meaning; (3) a model (establishing what is correct and incorrect in a language); (4) parameters, or finding the limits of a language; and (5) "locking in"; that is, finally knowing-what the parameters are so if you makk a mistake you know what the mistake is.

The question was then put to the audience: "Which comes first. listening or comprehension?" Mr. Hough said that in first language acquisition sound comes before meaning, e.g. when the native English speaker hears the utterance, "Wachya got?" he will hear the sound, then get the meaning. This is not the case, said Mr. Hough, in second language learning, where the student will first learn the meaning, "What have you got?" as might be written in a text, then comprehend the sound.

He continued by speaking about the importance of listening in the classroom, and outlined a format for ordering activities: (1) prelistening activities in context, to make students aware of what they're going to do; (2) listening and doing something at the same time, e.g. circling answers or acting; and (3) contextualizing again, for example performing, a functional activity.

**Reviewed by Brooke Crothers**

***IMPORTANT!***

**FROM THE EDITOR**

The DEADLINE for all copy for ***The Language Teacher*** is the FIRST of the month preceding publication. Please send your contributions to the appropriate editor(s) by that date.

## 第4回JALT英語読解研究会報告

(Review of the 4th JALT English Reading Seminar)

「音声の観点からの読解指導」

講演者：枝　沢　康　代 (Edasawa, Yasuyo)
報告者：西　崎　和　子 (Nishizaki, Kazuko)

読解に音声は必要であるかどうかという問題はいろいろ議論されてきている。音読に使われる時間は無駄であるという意見もあるが、枝沢氏は、まず最初、音の指導なしに読解の指導はありえないと結論し、英検2級の問題を利用し、区切りを入れて音読させた場合、区切りを入れずに音読させた場合、それぞれ理解力がどのように違うかという実験報告を行なった。しかしクラス別の集団を統計の資料としたこと、及び人数が少なすぎたことなどから、講演者が期待したような統計結果は得られなかった。

相手に聞かせ、相手にわからせるレベルでの音読、音読することにより語彙・構造の確認、又音声の入力もでき、音のレベルでイメージ化ということも可能で、読解クラスでの音読は絶対に必要であると強調された。

## 第5回JALT英語読解研究会報告

(Review of the 5th JALT English Reading Seminar)

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——

講演者：清　水　裕　子 (Shimizu, Yuko)
報告者：北　尾　謙　治　(Kitao, Kenji)

読解とは単に英語を日本語に置き換えるのではなく、全体の意味を把握し、各々の部分と関連させつつ他の部分も理解することである。その意味でCloze Testはこの読解力を測るのみでなく、読解の教材としても有効である。

Cloze Test を実際に参加者は体験し、色々な読み方を各自しているのではないかとの指摘から話は始まった。今までの研究を踏まえて、読解の過程、Cloze Test を実際に行う過程の説明があり、いかに読解が、予測、選別、確認等の多くの作業を含んだ動的な活動であるかの説明があった。

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米国における日本人学生の英語力の低いことの指摘があった後、日本人と米国人に実施されたCloze Testの結果の分析が報告された。

まず空白に、そこに入るべき単語の品詞を指摘させた。これは米国人より日本人の成績がよく、日本の文法教育の良さを物語っていた。しかし、実際に英単語を記入するのでは、日本人学生は米国人の半分近くしかできず、英語力の低さが目立った。しかし、品詞があっていれば正解とするとかなり米国人に近くなることが分かった。

日本語も同時に記入させたので、日英語における機能語と内容語の正答率を調べたところ、機能語は内容語よりよくできていた。前者では英語が日本語より、後者では日本語が英語よりよくできていたのは興味深い。

Cloze Test が読解力の全体的な力を測るのに有効で、テスト、教材化の方法、聴解訓練への応用へと活発な討論が展開された。

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する欧米の英語教育で、自然な会話や言語活動の方向へ向うのは当然とも言える。

新しい動向としては、身体障害者、特に耳の不自由な人々に対する英語教育の発表がいくつか目についた。我が国もこれからは重要視しなければならない分野であろう。

プログラムの運営者や教員養成の special interest groups も新しい部会として活発な活動をしていた。

難民に対する英語教育は最も注目されている分野であろう。インドシナ難民を受け入れて10年以上立ち、最初に来た人が英語教育の分野での功労を認められ、リージェンツ社の賞を授与された。英語教育は英語を母国語とする者のみによってされているのではないとの意識は高まっている。

ＴＥＳＯＬをより国際的にする運動も盛んで、その現れとして Teaching English Abroad の special interest group が改名し、Teaching English Internationally となった。また米国外の役員も多く選出され、JALTの会員も何名かＴＥＳＯＬに寄与している。

Dale Griffee 氏の司会によるアジアにおける英語教育のパネルは盛会であった。David Hough、阿部恵子氏等によりアジア数ケ国の英語教育の現状が説明され、多くの熱心な聴衆からの質問が絶えなかった。

幼児教育も我が国同様盛んになりつつあり、教材も豊富に出ている。

ＥＳＬとＥＦＬは益々分化してＥＳＬの方が圧倒的に有力で、特に米国の人々や出版社にはこの傾向が強い。

米国ではＥＳＬ／ＥＦＬの分野の仕事が少なく、また条件もよくない。古いＪＡＬＴの会員で米国に帰り他の職業についている人々にも何人か出会ったが、残念なことである。職業にうまくありついても給与等条件は悪く、まだまだ専門職としての社会的地位は低いようである。

来年は３月３日〜８日までディズニーランドのあるアナハイムで行われる。

# Positions

PUBLICATIONS BUSINESS MANAGER

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

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

**(Pusan, KOREA)** EFL Instructor. Four-hour teaching load per day, with materials developing responsibilities. $1,000 per month salary (in Won). Housing and transportation not included. TESOL degree preferred; minimum two years teaching experience. Send resume to Susan Hart, Director of Instruction, American Language Institute, Pusan Sanub University, 1 10-l Daeyon Dong, Nam Gu, Pusan,, ,Republic of Korea 608. Deadline: June 15. Position to begin Sept. 1985.

**(KYOTO)** The Kyoto YMCA English School has an opening for a Senior Instructor/Curriculum Developer. We are looking for a highlyqualified person with a sound knowledge of contemporary teaching methods and materials and with a long-term professional commitment to TEFL in Japan. For further information contact: Yasushi Kawachi, YMCA, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604; tel. 075-231-4388.

**(NAGOYA)** Visiting associate professor of English to lecture in English Literature, and to teach English conversation and composition (six classes per week) starting Oct. 1, 1985. Qualifications: Native speaker of English, preferably aged 35 or under, with an M.A. or B.A. in English. Salary: Approximately ¥4,200,000-6,000,000 (taxes included) per annum, according to age,, qualifications and experience. Benefits: Traveling expenses to and from Japan; accom-

modation or housing for self and family. Two-year contract; extension subject to review. Each qualified applicant is requested to send to Prof. Hidekazu Hirai, Chairman of the Department of English, Faculty of Literature, Aichi Prefectural University, 3-28, Takada-cho, Mizuho-ku, Nagoya 467, Japan, by June 15: (1) curriculum vitae with a photograph, (2) a copy of his (or her) degree certificate, (3) a list of his scholarly essays and copies of same, (4) a five-minute tape of his views on teaching English, including self-introduction, (5) two letters of recommendation (one, preferably, from the chairman of his department), (6) a letter testifying to his health conditions.

**(SHIZUOKA)** Manager/Teacher required for conversation school. Excellent salary and working conditions. Bonus, company car, plus apartment allowance. Japanese language not essential though helpful. Two-year contract minimum. Please send resume to Green English Conversation School, l-24 Takajo, Shizuoka 420, or phone 0542-55-0816 after 12 noon.

# Bulletin Board

*Please send all announcements for this column to Jack Yohay l-l II 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.*

## FULBRIGHT GRANTS OF INTEREST TO TEACHERS IN TEFL/APPLIED LINGUISTICS

The Council for International Exchange of Scholars (CIES) has announced the opening of competition for the 1986-87 Fulbright Scholar Awards in research and university lecturing abroad.

The awards for the 1986-87 academic year include many grants in the TEFL and Applied Linguistics fields for periods ranging from three months to a full academic year. There are specific openings in the following countries: Bahrain, Brazil, Bulgaria, Burundi, Cameroon, Czechoslovakia, Dominican Republic, Ecuador, Ethiopia, Honduras, Hong Kong, Indonesia, Italy, Jordan, Malaysia, Mauritania, Mexico, Nepal, Norway, Panama, Peru, Philippines, Poland, Qatar, Romania. Saudi Arabia, Somalia, Sudan, Turkey, United Arab Emirates, Uruguay, West Bank, Yemen, and Yugoslavia. Scholars in all academic ranks are eligible to apply and applications are also encouraged from retired faculty and independent scholars.

Benefits include round-trip travel for the grantee and, for full academic year awards, one dependent; maintenance allowance to cover living costs of grantee and family; tuition allowance, in many countries, for school-age children; and book and baggage allowances.

The basic eligibility requirements for a Fulbright Award are U.S. citizenship; M.A. or comparable professional qualifications; university or college teaching experience; and, for selected assignments, proficiency in a foreign language.

Application deadlines for the 1986-87 Awards are: June 15, 1985 (for Australasia, India, Latin America and the Caribbean) and Sept. 15, 1985 (for Africa, Asia, Europe, and the Middle East).

For more information and applications, call or write Council for International Exchange of Scholars, Eleven Dupont Circle N.W., Washington, D.C. 20036-1257; tel. 202-939-5401.

## TEMPLE UNIVERSITY M.Ed. PROGRAM IN TESOL WEEKEND WORKSHOP Tokyo, June 1-2; 0saka, June 15-16

"Tools of the Trade" (a one-credit-hour departmental elective) will explore the purposes of books, tapes, videotapes and supplementary material and how we can use these tools to link the classroom to the outside world. Presenter: Ms. Cathy Tansey, M.A.T. in ESL/EFL, School for International Training, who is currently in charge of English-language teaching materials for Prentice-Hall in Japan and Southeast Asia.

Information: Michael DeGrande, Temple University Japan, Mitake Bldg., l-l 5-9 Shibuya, Shibuya-ku, Tokyo 150; tel. 034864141,

## SIMUL/TEACHERS COLLEGE New York, Aug. 5-24

Teachers College of Colurn bia University and the Simul Academy of International Communication, Tokyo, will sponsor a specially-designed language education program this summer from Aug. 5 to 24. Graduate credit can be earned. Prof. John Fanselow, Prof. Herbert Passin, Tatsuya Komatsu, and instructors of Simul Academy will form the faculty. Write or call for a brochure: Simul Academy, 1-5-17 Roppongi, Minato-ku, Tokyo 106; 03-582-9841.

## コロンビア大学

## 英語教授法(TESOL) 夏期コース

(TESOL Summer Course)

共催：サイマル・アカデミー

期間：8月5日～8月24日

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場所：サイマル・アカデミー目白校
（山手線目白駅徒歩３分）

コロンビア大学ティーチャーズカレッジ修士課程コースを初めて日本で行なうもので、英語教育の最新理論、メソッドの習得と日本人学習者の指導に伴う個有な問題の解決法を探ります。修士号につながる単位取得が可能です。

内容：1. ヒヤリングとライティングの効果的指導法と実践
2. 教科書の創造的利用法
3. 外国語教授法における最新の考え方

講師：John Fanselow　コロンビア大学教授
Herbert Passin　コロンビア大学教授
小松達也　サイマル・アカデミー理事長
他サイマル・アカデミー講師陣

問い合わせ：〒106 東京都港区六本木1－5－17
サイマル・アカデミー
TEL 03(582)9841

## CEEL TRAINING
## Summer,. 1985
## Geneva, Switzerland

The Centre for the Experimentation and Evaluation of Language Teaching Techniques is offering two training programs in Self-Access Pair Learning (Threshold) this summer: Introductory Course, July l-6; Certificate Course, July 8-Aug. 2. Information: DIDASKO, Attn: Sakiko Okazaki, 6-7-3 1-6 11 Itachibori, Nishi-ku, Osaka 550; tel. 06-443-3810.

## 第７回JALT英語読解研究会
(The 7th JALT English Reading Seminar)

日　時：６月22日（土）2:00～4:30
場　所：同志社大学　神学館会議室（正門より北へ１分）
講演者：杉谷眞佐子（関西大学）
演題：ドイツ語教育と英語教育
内　容：我が国の英語以外の外国語教育の実態報告ははとんど見当らない。読解を中心としてドイツ語教育の現状を報告し、英語教育との比較の参考とする。また、ドイツ語教師の外国語教育の現状、ドイツにおける外国語教育の実情や研究情況についても触れる。
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

## TOUR TO CHINA
## July 23-August 1

Shanghai – Wuxi – Nanjing – Qufu – Taishan – Chingdao – Beijing. Guided by Bill Sharp, M.A. in Chinese Studies. Information: 03-934-5784.

## TOKYO ENGLISH LITERATURE SOCIETY

The Tokyo English Literature Society was formed in 1977 to promote creative writing in English and to provide greater opportunities for poets and writers residing in Japan. Since its founding, the society has published seven small press books in addition to its bimonthly newsletter, *Printed Matter,* and has conducted public poetry readings and a two-day summer workshop on novel-writing. The society has also sponsored nine poetry contests and five short story competitions, awarding more than ¥350,000 in prize money. TELS is a member of COSMEP, the international association of independent publishers, with links to small presses in Australia, Canada, and the U.S.A.

The society currently meets at the Shinjuku Bunka Center on one Sunday each month (generally the second Sunday) from l:00-5:00 p.m., with two hours of fiction and general literary discussion, plus a two-hour poetry workshop. Anyone interested in the creative aspects of literature in English is welcome to attend. Members receive a one-year subscription to *Printed Matter.* For further details, call Tom Ainlay at 380-1831 or Matthew Zuckerman at 986-7468. Mailing address: TELS "Tomeoki", Koishikawa Post Office, Bunkyo-ku, Tokyo 112.

# Meetings

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

## FUKUOKA

Topic: 35 Techniques for Developing Aural/Oral Skills in English
Speaker: Don Maybin
Date: Sunday, June 30th
Time: 1 – 5 p.m.
Place: Bell American School, 3-4-l Arato, Chuo-ku; 092-761-3811
Fee: Members, free; non-members, ¥500
Info: Dick Dusek, 0940-36-0395
Etsuko Suzuki, 092-76l-3811

Don Maybin, the Takamatsu chapter coordinator, has more than ten years' language teaching experience in Canada,, England and Japan. He currently teaches English and French to adults and high school students in the Inland Sea area. He will give practical classroom techniques to modify students' pronunciation (phonemes, reduction, stress, intonation, etc.). The approaches for developing aural/oral skills include gestures, hand cues, diagrams, visual aids tape recorder, 'Jazz Chants,' 'click' cues, songs, games and more: something for all levels.

## HAMAMATSU

Topic: Creating the Active Student
Speaker: Don Maybin
Date: Sunday, June 16th
Time: 9:30 – 11:30 a.m.
Place: Seibu Kominkan, l-2l-l Hirosawa; 0534-52-0730
Fee: Members, free; non-members, ¥500
Info: Scott Dutton, 0534-52-5818

This lively, practical workshop will demonstrate how to overcome shyness in the EFL classroom and how to help adult students interact with confidence, and includes a step-by-step guide to the basic techniques for student manipulation of conversation (SMOC) with follow-up materials and ideas to apply in your classes.

**Note:** Get ready to roast your weenies at the 2nd Annual Summer Bar-B-Q Party July 21st!

## HOKKAIDO

Topic: Strategies for Classroom Management
Date: Sunday, June 16th
Time: I:30 ~ 3:30 p.m.
Place: Kyoiku Bunka Kaikan, North 1, West 13
Fee: Members, free; non-members, ¥500
Info: Mary Virgil, 01l-854-3184
Torkil Christensen, 01l-737-7409

Following a presentation by Mary Virgil, instructor at the International Preschool Institute, there will be small group discussions on topics such as: keeping students' attention: the learning environment; motivating students; and the group process.

## KOBE

Topic: Listening with the Brain
Speaker: Dr. James Nord
Date: Sunday, June 9th
Time: 1:30 – 4:30 p.m.
Place: St. Michael's international School
Fee: Members. free: non-members. ¥1 ,000
Info: Jan Visscher, 078453-6065 (eves.)
Kenji Inukai, 078-431-8580 (eves.)

Dr. Nord will discuss listening as a brain function. The lecture will give a brief outline of the evolution of the brain to indicate the biological foundations. followed bv a brief outline of- how the brain operates. Findings which are most critical to language teaching will be expanded upon and related to past, present and future practices.

Dr. James R. Nord, currently Professor and Director of the Language Center at Nagoya University of Commerce, holds degrees in Electrical Engineering, Educational Television, and Educational Technologv. He has completed work as a Specialist at the University of Paris, Sorbonne, in tne area or Linguistics and Psychology.

## KYOTO

Topic: Creating the Active Student
Speaker: Don Maybin
Date: Saturday. June 15th
Time: 6 – 8 p.m.
Place: Kyoto YMCA, Sanjo-dori Yanaginobamba (between Karasuma and Kawaramachi); 075-231-4388
Fee: Members, free; non-members, ¥500
Info: Bill Furbush, 075-722-1069
Chizuko Kondo, 075-622-0783

This presentation, one of the most popular at JALT '84, will be both lively and practical, demonstrating how to overcome shyness in the EFL classroom and how to help students interact with confidence. If time permits, Mr. Maybin (described in the Fukuoka notice above) may also touch on some specific techniques for the effective use of video.

**Note:** This meeting is scheduled in the hope of attracting members who find Sunday afternoons inconvenient.

## MATSUYAMA

Topic: Lexical Structure in English: lmplications in teaching the vocabulary of a foreign language
Speaker: Bruce Hawkins
Date: Sunday, June 16th
Time: 2 – 5 p.m.
Place: Nichibei Bunka Center (Kodomo-no-ie, 3F)
Fee: Members, free; non-members, ¥l,000
Info: Ruth Vergin, 0899-25-0374
Kyoko Izumi, 0899-77-37 18

Dr. Hawkins is teaching at the Matsuyama University of Commerce.

## NAGASAKI

Topic: Extensive Reading -- Encouraging the reading 'habit'
Speaker: Mike Thompson, Longman Penguin Japan ELT Consultant
Date: Sunday, June 9th
Time: 1:30 ~ 4:30 p.m.
Place: Nagasaki University, Education Department, Room 63
Fee: Members, free; non-members, ¥1,000
Info: Satoru Nagai, 0958-84-2543

## NAGOYA

Topic: Creating the Active Student
Speaker: Don Maybin
Date: Sunday, June 16th
Time: 1:30 – 5 p.m.
Place: Aichi Kinro Kaikan, Tsurumai
Fee: Members, ¥500; non-members, ¥l,000
Info: Lynne Roecklein, 0582-94-0115

Kazutaka Ogino, 05363-2-1600

Don Maybin well known as a dynamic presenter, will conduct a workshop in the techniques he has developed to lead students into increasingly active and independent control of conversation. These techniques are usable at every level of English skill and all types of students. There will be ample time for questions.

Mr. Maybin has more than ten years' experience teaching in in-company programs, adult education programs, universities, and high schools.

## OKINAWA

Topic: Direct Method Instruction
Speaker: Prof. Hans Kogge, Ryukyu University
Date: Sunday, June 23rd
Time: 2 ~ 4 p.m.
Place: Language Center
Fee: Members, free; non-members, ¥500
Info: Fumiko Nishihira, 0988-93-2809

## OSAKA

Topic: Drama, Impro', Games, Classes, Good Ideas, and English Teaching
Speaker: Tim Williams
Date: Sunday, June 16th
Time: 1 – 4:30 p.m.
Place: Umeda Gakuen
Fee: Members, free; non-members, ¥1,000
Info: Linda Viswat, 06-543-l164
Ed Lastiri, 0722-92-7320

Many teachers seem to be trying out 'drama' techniques ~ they'd like to counter the problems of passivity, fear of failure, unwillingness to experiment; or to wean students from being teacher-dcpcndcnt; or to create a more relaxed atmosphere where the students might be more willing to help each other or enjoy learning. It may be hard to set up groups which work smoothly, or to stop the students giggling or getting wildly excited, or to work out how to protect the shy ones or shut up the loud ones.

This is a very practical workshop on how to avoid some of the problems, and will introduce techniques which are helpful in Japan. The participants will spend most of the time actually doing the things. Anyone, particularly university teachers, should find usable/adaptable content.

Tim Williams was educated in Canterbury, Oxford, and Leicester. He taught in Leicestershire Community Colleges and now is at Osaka Gakuin University teaching English and drama.

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

**College and University**
Time: 11:30 a.m. –
Info: Ed Lastiri, 0722-92-7320

**Teaching English to Children**
Topic: English through Actions
Speaker: Sr. Regis Wright
Time: 11 :30 a.m. 12:30 p.m.
Info : Sr. Wright, 06-699-8733

**Composition**
Time: 11:30 a.m. ~-
Info: Curtis Kelly, 0720-56-5278

## SENDAI

(1)
Topic: Video in the Classroom ~ 20 Techniques
Speaker: Don Maybin
Date: Saturday, June 1st
Time: 4 – 7 p.m.
Place: New Day School, Sendai
Fee: Free
Info: Brooke Crothers, 0222-67-4911

This workshop will include 20 practical classroom techniques for use with video in developing students' aural/oral, reading, and writing skills as well as helping students visually perceive culturally appropriate facial expressions, posturings, etc.

The BBC's 'Sadrina Project will be used for demonstration purposes; however. the techniques are flexible and may be applied to teacher-generated materials. film. etc. Each technique will be explained then 'applied as in class, and audience participation is requested.

(2)
Topic: Creating the Active Student
Date: Sunday, June 2nd
Fee: Members, free; non-members, ¥500
Speaker/time/place/other info: as above

This workshop will demonstrate how to overcome shyness in the EFL classroom and how to help adult students interact with confidence. The presentation is both lively and practical, and includes a step-by-step guide to the basic techniques for student manipulation of conversation (SMOC) with follow-up materials and ideas to apply in your classes.

## THIRD ANNUAL TOHOKU JALT MINI-CONFERENCE ON LANGUAGE TEACHING
## Sendai YMCA, Sat.-Sun., June 15-16

**Saturday, June 15**

10 a.m.-l 2 noon: Matt Glotfelter, *Creating Classroom Activities that Promote Cross-cultural Understanding:* A semi-workshop dealing with (1) creating a good activity, (2) Western and Japanese cultural conflicts, and (3) integrating the above into situational, conversational activities.

1:30-3:30 p.m.: Chris Clark, *Activities for Children:* The first part will focus on flashcards with demonstrations of a wide range of games and activities. In the second part the use of

*(cont'd on next page)*

(cont'd from page 35)

"Magnetics" (magnetized teaching aids) will be demonstrated.

4-5 p.m.: Steve Brown, ***Using Stories in Intermediate Classes:*** Several techniques for listening to, telling, and re-telling folk tales and other short stories will be demonstrated.

Sunday, June 16

10 a.m.-12 noon: Tokuko Yamauchi, ***The Importance of Listening in Learning/Teaching Japanese as a Foreign Language:*** First some Japanese learners' listening problems will be described; then it will be suggested how classroom teachers can apply some of the insights gained from the difficulties to their own teaching. The presentation will be given in both Japanese and English.

1:30-3:30 p.m.: Virginia LoCastro, ***Aizuchi:*** Differences in conversational routines between different languages can lead to misunderstanding and communication breakdowns. One such routine is called "aizuchi" or back channel behavior which involves the use of certain words, phrases, or noises to keep a conversation going. This paper will report on observations and findings concerning the use of "aizuchi" by native Japanese speakers and native English speakers.

4-5 p.m.: Dale Griffee, ***Four Songs and Four Techniques for the Language Classroom***: From a song classification scheme four types of songs will be selected: Old Standards, Native Speaker Easy, Popular, and Special. From each of these one song will be demonstrated to illustrate a technique that can be used in the language classroom.

Fees: Both days: Members, ¥3,000; non-members, ¥3,500. One day: Members, ¥2,000; non-members, ¥2,500
Info: Brooke Crothers. 0222-67-4911

## TAKAMATSU

Topic: Relaxing a 'Tense' Situation: Grammar Games and Activities
Speaker: Steve Brown
Date: Sunday, June 23rd
Time 2 -- 4:30 p.m.
Place: Takamatsu Shimin Bunka Center
Fee: Members, ¥500; non-members, ¥1,000
Info: Don Maybin, 0879-76-0827
Shizuka Maruura, 0878-34-6801

This workshop will present several games and activities? some original, some adapted, useful for practicing grammatical structures, especially tenses. Group work and pair work will be stressed so teachers of both small and large classes will find techniques appropriate to their situation.

Steve Brown, head teacher of James English School,. Sendai, also teaches at Tohoku Gakuin University. He has taught ESL in America and, for the past four years, in Japan and given workshops in the U.S., Japan, and China. He has been coordinator and Program Chairperson of Sendai JALT, edited the JALT '84 Conference Handbook, and is currently JALT National Program Chairperson.

## TOKUSHIMA

題／Topic: 未来塾について--英語教育に想う事。English Education in the Juku: Thoughts for the Future
講師／Speaker: 中津燎子 (Nakatsu, Ryoko)
日時／Date & Time: 6月16日(日) 1:30から4:30迄
場所／Place: 徳島文理大学（徳島市山城町）14号館2階、22番教室 Tel.: (0886) 22--9611 (代表)
会費／Fee: 会員／Members, ¥500 非会員／Non-members, ¥1,500
連絡先／Information: 奥村栄子 0886－23－5625 (夜)・東條訓子 0886－85－7153
講師：「なんで英語やるの」他の著者。未来塾主催。今回は講師が主催している「未来塾」の事を中心にして、英語教育や文化についておおいに語っていただきます。質疑応答を含めて討論の時間も、一時間程ありますので、是非この機会に十分に語り合って下さい。

## TOKYO

(1)
Topic: Teacher Involvement in Courseware Selection
Speaker: Dr. Frank Otto. CALICO and Brigham Young University
Date: Sunday, June 9th
Time: 1 -- 5 p.m.
Place: Tokai University Tokyo Junior College, near Sengakuji and Shinagawa stations
Fee: Members, free; non-members, ¥1,500
Info: C. Dashtestani, 0467-45-0301
Jim White, 0723-66-l250

Dr. Otto, a professor of Linguistics/CA1 and Executive Director of CALICO. has directed materials development and research projects utilizing TICCIT, PLATO, IBM, APPLE, SONY and interactive video programs designed to teach English, Spanish, Hebrew, and Korean.

There has been considerable interest expressed recently in designing and implementing a variety of exemplary programs to teach courses in numerous disciplines with the assistance of a computer. As we teachers and administrators study the feasibility of such projects, we must determine objectively how and to what extent we can accept the challenge to become involved with computer-assisted instruction (CAI) and thereby make a significant contribution through teaching and learning options not otherwise available. Whatever our future may be in CAI, our success will depend more on teacher and administrator participation than upon any other single variable.

An additional attraction at this meeting will be a demonstration and discussion of TELP-CAI,

an English-instruction CAI system developed by Tokai University Tokyo Junior College.

Note: This meeting has been arranged in co-operation with the Computer Interest Section of the Language Laboratory Association of Japan, S.M.I.L.E., the CAI Society, and the Japan Society for Educational Technology. Members of these associations may also attend free of charge.

(2)
Topic: Cuisenaire Rods in the Classroom
Speaker: Larry Cisar, Athenee Francaise
Date: Sunday, June 16th
Time: 2 – 6 p.m.
Place: As above
Fee: Members, free; non-members, ¥500
Info: C. Dashtestani, 0467-45-0301

Mr. Cisar will present six different techniques using cuisenaire rods (or other realia) to promote real classroom conversation. The format will be the explanation of a technique followed by practice by those in attendance, who will function as students and teachers during the practice segments. The language used during practice will depend upon the language available among the participants.

## YOKOHAMA

Topic: Teaching English to Young Learners Workshop
Speaker: Keiko Abe
Date: Sunday, June 16th
Time: 2 – 5 p.m.
Place: Yokohama YMCA
Fee: Members, free; non-members, ¥500
Info: Ron Crain, 045-841-9677 (home) or 045-662-3721 (work)

This presentation will concentrate on practical approaches which have proven successful in teaching English to children: games, role-play activities. simulations. and songs which children can easily identify with.

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

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

**AWARDS FOR RESEARCH AND MATERIALS DEVELOPMENT** JALT allocates funds annually to be awarded to members who apply for financial assistance for the purpose of conducting research into language learning and teaching, or to develop materials to meet a specific need. Application must be made to the President by September 1. Awards are announced at teh 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 peoplc employed by the same institution. One copy of each JALT publication is provided for every five members or fraction thereof. Group memberships arc transferrable by submitting the former member's membership card along with the new name and particulars. Contact the JALT Central Office for further details.

Commercial Memberships are available to organizations which have a product or service of potential value to the general membership. Commercial members may display their materials, by prior arrangement, at all JALT meetings including the annual conference, make use of the JALT mailing list and computerized labels, and advertise at reduced rates in JALT publications. For further details, contact John Boylan, Director, Commercial Member Services, Eifuku l-33-3, Suginami-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 furikae)* form or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) accompanied by an application form to the JALT Central Office.

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

昭和五十四年四月二十二日第三種郵便物認可　第九巻第六号　昭



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