

# THE Language Teacher

全国語学教師協会

VOL. IX, NO. 8

AUGUST 1985

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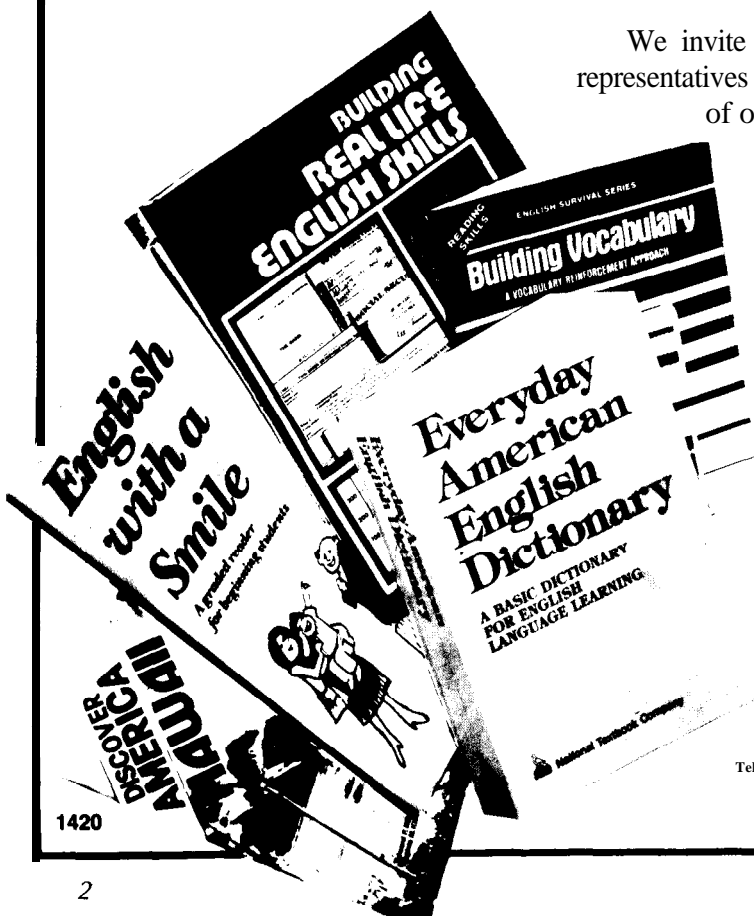
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The Japan Association of Language Teachers is a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. It is the Japan affiliate of TESOL. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are currently 17 JALT chapters: Hokkaido, Sendai, Tokyo, Yokohama, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okinawa.

*The Language Teacher* is the monthly publication of JALT. The editors are interested in articles of not more than **1,200 words** concerned with all aspects of foreign **language teaching** and learning. Articles may be in **English or Japanese**. The editors also seek book reviews of not more than 750 words. Employer- laced position announcements are printed free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed.

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## Interview

### -JEAN BODMAN



*Jean Bodman, author of No Hot Water Tonight and No Cold Water Either for Macmillan and, more recently, of the Milk and Honey series for Harcourt Brace Jovanovich, was in Japan for the first time, giving presentations for JALT and other organizations during her brief, week-long stay. She talked with Virginia Lo-Castro about her talks and her interests.*

#### Background

I started teaching ESL about 20 years ago in Afghanistan with the Peace Corps. From there I went to New York City where I taught ESL for about 16 years, starting in the Manpower programs – vocational English programs. When those were phased out by the government, I went to the City University of New York and worked in various colleges of CUNY. I also taught some courses at Teachers College at Columbia University and went from there to New Jersey where- I became director of the Adult Education Resources Center, part of the Bureau of Adult Education in Trenton, New Jersey. I began writing some textbooks at that point at Jersey City State College. While I was there, I developed some graduate programs and helped with bilingual teacher certification and ESL certification for the state of New Jersey.

From there I became the director of the American Language Institute of New York University. I got more into publishing, doing this latest series, *Milk and Honey*, for Harcourt Brace Jovanovich. So I became more involved in publishing and became an editor.

The upshot is that I have a very long resume, as most ESL teachers do, because I've worked in all kinds of places, at various levels, from classroom teacher to administrator, at various different levels in publishing, to editor. Right now, I am a writer and consultant, and I am taking some opportunities to travel overseas with the U.S. Information Agency. I am on my way to the Philippines for a three-week teacher training course.

#### Talks in Japan

Essentially my talks here in Japan have been on research that Miriam Eisenstein of New York University and I have been doing together on language functions, particularly the function of expressing gratitude. I've been pulling together some research on American English language functions, talking about them and how they relate to what has come out of the research and how that relates to small group work.

Also I've been talking about what, if anything, is being done of an innovative nature in small group work in the United States. With most people, when I ask them the question "What's going on?" there is a great silence that follows. People sort of stare at the ceiling and say, "well, nothing really."

I have found that a few programs have done some interesting things. One is that the process of students communicating with each other in small groups means they need to use functions to do that communicating with each other and so it's a natural way of getting real language use. Beyond the task of the small group itself, they need to praise each other, to ask for clarification, to interrupt each other, and if one student is talking too much, to handle that.

All these functions can be introduced and then, through the small group interaction, practiced while students are actually learning and practicing other functions. So the small group itself is a perfect laboratory for real language use.

So some teachers, for example, give students strategies for communicating in their small groups: "Here are some phrases you can use for asking for clarification."

#### Leadership Training

Another thing that is going on in small group work is actually teaching leadership. Beyond language teaching, they're teaching students to be leaders. The problem often with group work is that it breaks down because students don't know how to handle small groups. They don't know how to assume leadership and how to work the small groups. So they're doing leadership training, some of it involving assertiveness training.

Assertiveness training is something that, especially for shy students, provides some techniques. Shy students can come forward and become leaders. Ossie Davis at the TESOL convention asked the question: "Is the second language just another language under which to hide?"

In other words, teachers in the U.S. are very interested in teaching more than language, doing more than language training, preparing students for life outside the classroom. Small group work is a way of developing character, of developing leadership among the shier, less aggressive students.

#### Counseling

The most successful programs that are using small group work do a lot of pre-counseling of students before they enter the program of what to expect.

For successful group work, throughout the program, they continually stop to explain to

students why small group work is necessary. They get students to talk about it. Programs do things like showing students video tapes of small groups, asking them to analyze whether the groups are working well, why it is they are working well or not working well. And what the qualities of the leader are that make the group work well. There is also some interesting work in getting students to recognize non-verbal elements.

Some teachers do a lot of psychological counseling, particularly with Japanese. Joy Noren, who runs a language school in Fort Lee, New Jersey, a community in northern New Jersey where a lot of Japanese live, starts new students with a discussion about the stereotype Americans have that Japanese are shy. She gets them to open up and talk about such topics, trying to get at cultural values and stereotypes and misunderstandings. She trains students in active listening, learning how to paraphrase other people's words, so that the small group becomes more cohesive and keeps on task.

### Students as Teachers and Learners

There are ways of bringing some members of the groups forward and teaching them and then having them go out into the classroom into the small groups and be the teachers. They keep coming back to the teacher for more input and then go back to the small groups while the others are continuing to work. If one group gets a task right and another gets it wrong, you send some from one group to the other and you develop a very fluid kind of class.

In the Paterson Learning Center, in New Jersey, where they use small groups entirely, there is no whole group work at all, as they have developed a system of learning stations. Students can decide whether they want to listen, read, write or speak for that particular class. One table is a listening table, another a speaking table and they can go and sit at these tables and all the materials are self-contained. Everything is individualized.

Students can learn to function that way; it's extraordinary to watch. Everything is self-directed learning and the teacher is always available to provide feedback. But the teachers train students first to monitor themselves and each other.

### Application to EFL Situations

In doing teacher training overseas, training teachers to use such approaches, the only way to do it is to have the teachers experience it. They have to believe it. The best thing is for them to experience it and enjoy it. Then they will try to use it.

The biggest problem has been the language ability of the teachers. Many of them feel very uncomfortable with open-ended, unstructured situations. They feel that as they encourage their students to become more creative in their

language use, the teachers don't know whether or not their students are right or wrong when they speak as their students may be speaking at the same ability level that they have. They prefer classroom situations where they ask a question and there is a correct answer. When you have lots of role-plays, lots of dynamic, open-ended activities, many of the teachers in other countries become very nervous.

### Stereotypes About Learning

Students themselves may not be risk-takers and may only want to have direction from the teacher, resisting working with fellow students. Joy Noren, again, works on beliefs about education. She gets students to talk in class about one such belief, namely that you can learn only from the teacher. Many students feel strongly that you can learn only from the teacher and anything else is second-rate. That's a problem you have to work on with students.

### Research on Functions and Small Group Work

What we find is that language functions are not one-directional; they are mutually developed. You can't have realistic language in the classroom without interaction. In expressing thanks, for example, the role of the giver is essential to the thanking function. Both people are important in thanking to have it come out in a realistic manner. Students need a lot of practice in taking both parts and so opportunities for pair work are essential. (When I say small work, I always include the idea of pair work.)

### Special Concerns with Small Group Work

Most materials move directly from interacting with the teacher to small group work. But we find there needs to be another intermediate stage. Students need to experience listening to the teacher working with another student. So what I do is tape that and then have the students analyze the tape and get new input.

With small groups I can have those with similar reasons for learning English be in the same group. If some want to learn English for hotels, they learn the language you need to have for that context, as the language of the function of greeting, for example, will be different in hotel English than for those who want to read English literature. So I try to individualize instruction as language changes with the situation.

Small group work is not easy. It takes double the preparation time and you have to plan things carefully. The secret of small group work is students have to have a reason to speak to each other. And it can't be just because you tell them to. The task has to require communication. The second thing is that you have to make it clear what they are to do. In Stevick's terms, it has to be a transparent task. They have to understand the task and they have to think it's worthwhile. There is another thing: they have to feel they have learned from it.

(cont'd on page 10)

# -READING FOR PLEASURE-

By Peter Viney

Peter Viney is the author of the *STREAMLINE* text series. He will be a featured speaker at JALT '85.



Our first experience of reading is as a pleasurable activity. When we are children we lie in bed listening to a parent reading, and we are lost in the magic of a story. Then we learn to read, puzzling out the words on a page and linking them to objects and ideas. Pretty soon we are lost again in the fantasy world of a book. Then we progress in school, and reading is something we do in order to answer questions, to be checked, to be tested. If we go on to study literature, stories become things to be analysed, criticized, things to write essays about. Somewhere on the way the magic disappears. Then, if we read in a foreign language, all too often the magic is never there from the start.

Students *can* be encouraged to read for pleasure. Perhaps they want to know what happens next in a story. Maybe they want to find out how a jet engine or a recipe works. It could be they have a few moments to kill, and they feel like glancing through a list of facts, or reading some anecdotes or even cartoons. As teachers, we need to create an environment where this can happen. Intensive and extensive reading as well as the use of authentic materials are three different types of reading tasks we can set for our students. After all, some people are "readers," they read anything and everything, from the back of the cornflakes packet to the words on a matchbox. Others are free of this compulsion, and are able to see a cornflakes packet without the urge to decipher the nonsense that is printed on it. Many students do not have a reading habit in their first language, but that need not stop us from helping them develop a reading habit in English.

## Why don't students read?

- 1) *Do they lack basic reading skills in their own language?*

Certain skills are involved in reading selectively and at speed. These include the ability to scan a text for limited specific information without having to read every word, the ability to sequence and order information so as to make sense of it, and the ability to skim a text for the gist. Traditional reading exercises tend to emphasise comprehension and reinforce the students'

natural tendency to stop at unfamiliar words. There is an important place in any reading course for materials which help develop the reading skill in itself. Exercises directed at skill development include matching tests to pictures or charts, scanning for specific information, jigsaw reading exercises, cloze techniques, sequencing exercises, unscrambling mixed up stories, word games and puzzles, and reading for gist activities.

While these types of exercises are often justified because they are useful, writers who use them may lose sight of the importance of interest value in reading passages. A typical reading for specific information exercise might involve looking at an authentic railway timetable of trains between London and Manchester, and simply noting down which is the first train after lunch. While this bolsters the students' confidence in his or her ability to cope with authentic materials, it is as dull as the most boring grammar book exercise if the student has no intention of travelling on that route. Interest value can be added if the student needs to find the information to solve a problem, such as a crime. (See *Departures in Reading B*, "A Night in Amsterdam.")

Students need to enrich their basic reading skills and to learn that you do not need to know every word. Perhaps by doing so they do not increase their vocabulary or knowledge of structures. For example, which of these two texts is about politics and which is about sport?

1. Bla na ka Reagan, dok dole ga lumiska United States dun America, da ralk bin cokel asit Thatcher, dil Premisko dun United Kingdom.
2. Cromfit dun football, og European cup, nit bob kip Juventus, hoc ban dun italy, liverpool, bob lukit denasari England

I am sure you had no problem in getting the right answer. I am also sure you learnt nothing of the language it is written in by doing so. But you did learn that even as a zero beginner you could extract *Something* from an authentic text.

- 2) *Are they bored by classroom approaches to reading text?*

Traditional reading passages are not really designed to enhance reading skills. This is not a criticism. They have a very valid purpose. They are there to contextualise, review and practise language. Questions are asked about texts not because the teacher doesn't know the answer, often not because students might not know the answer, but simply and honestly to enable them to practise and use language when making replies. Multiple choice questions, and "Find words which mean. . ." exercises can help develop an important reading skill, the ability to make intelligent guesses. Exercises should be designed to promote the students' ability to guess.

Reading passages designed for intensive

exploitation are usually graded, both lexically and structurally. Most reading schemes publish their criteria for grading. Most of them also go back to West's General Service List of English Words published in the early 1950's, which in turn goes back to Thorndike and Lorge's Teacher's Word Book of 30,000 Words which was developed in the United States in the 1930's. It is very easy to pick holes in word counts. For example, one word count includes 'Buddhism' and 'Hinduism', words which are almost identical in most European languages. Words like 'mouse,' 'lion' and 'donkey' while useful in primary schemes, hardly figure as useful items for an adult conversation. Word counts can be enriched by the addition of internationally recognisable words like 'taxi,' 'jet,' 'whisky,' 'sandwich,' 'video' or 'cassette.' How often does a teacher have to explain the meaning of such words? Structured passages can be read at speed, and although there will be unfamiliar words necessary for a particular story, these will be repeated so that students can guess their meaning. Such graded passages encourage students to read for the story rather than the exercise. In fact, in **Departures in Reading and Connections in Reading** we chose to put all the exercises in a pull-out section in the centre of the book, so that students can read without continually glancing down at exercises. If teachers wish to use these passages purely for reading for pleasure, the exercises can be removed from the book.

Variety is the key to reading passages which will be used by everyone in a class. A mixture of fact and fiction, science and fantasy, humour and serious passages is essential. Far too often, reading material has a literary "arts graduate" bias, and this limits its student appeal.

### 3) What about extensive reading?

Extensive reading passages are most often used outside the classroom, and will be graded in the same way as shorter passages designed for intensive exploitation. The traditional view of such material was that it should be simpler than material being done in class. My experience with extensive material has been that – **given student choice** – it can be more difficult. Students who know the past and present perfect but who have not yet met the past perfect will rarely worry about a "had gone" or "had walked" in a long text. If students choose from a library of readers, which have been graded for their guidance, they will often choose because of their interest in a subject. . . Rock, Fashion, Motorcycles, Swimming, Aircraft. . . rather than by the level of difficulty indicated by the grading system. If they are interested in a subject, they can work at a higher level. Choice by the student is the most important factor.

### 4) Are the three types of reading incompatible?

Obviously they are not. Students can benefit from all three, and, as ever, the best teaching is eclectic. In working on the **Departures in Reading** and **Connections in Reading** series, my main aim was to prepare books containing all three

(cont'd on page 10)

# My Share

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.

## "Oops... huh? ... whew!" TEACHING ENGLISH EXCLAMATIONS

By Nevitt Regan, Chonnam National  
University, Kwangju, Korea

Very few language items seem to be as distinctly foreign as exclamations in a foreign language. These common features of speech have long been neglected by linguists and language teachers alike. Luthy (1983: 19) suggests that one reason for this fact is that many of these items have no formal "written correlates" and thus are not considered part of the formal language system that is taught. Another reason may be that they are considered too colloquial or perhaps even vulgar.

Although they are pervasive in spoken language, it is quite rare to find a wide range of exclamations in language teaching materials. Even most current video courses are based on scripted dialog which is all too often lacking many features of natural spoken language (pauses, errors in articulation, silence fillers). Indeed, as Abercrombie cautioned twenty years ago, "when we, as language teachers, claim we are teaching the spoken language, most of the time what we are teaching is spoken prose." (1965:7-8) We owe it to our students to introduce (at least for aural recognition) some of the more common exclamations.

The following activities I have used to expose my classes to several English (American English?) exclamations:

- 1) Introduce the topic by giving a few examples from the students' native language. Explain that these are part of **that** language  
(cont'd on next page)

## SPECIAL ISSUES OF THE LANGUAGE TEACHER for 1985/86

- |           |  |
|-----------|--|
| September | – More on the conference                         |
| October   | – Teacher Training                               |
| November  | – <b>Total Physical Response</b><br>Dale Griffee |
| December  | – Conference reviews                             |
| January   | – Teaching Children                              |

(cont'd from preceding page)

system and that English has its own specific set of exclamations.

2) Use a brief "teaching" test. For example:

Directions: listen to each exclamation and select the best meaning.

1. (Teacher says "Oops! ")

- What did you say?
- I've just made a mistake.
- This tastes good.
- I'm cold.

(answer: b.)

2. (Teacher says "Huh?")

- Yes.
- I want your attention.
- No.
- What did you say?

(answer: d.)

3. (Teacher says "Whew!")

- I'm cold.
- I'm in pain.
- I'm very relieved.
- Please be quiet.

(answer: c.)

As an alternative to preparing a test, simply read through a list of exclamations one by one, asking students to write down a possible meaning or situation for each one.

3) When eliciting answers, discuss possible contexts for the exclamations. Be sure to demonstrate them with appropriate gestures and facial expressions. Point out that an exclamation may take on different meanings according to intonation or intensity. Compare, for example, the difference between stressed "Gee!" and the much more common unstressed "Gee, I don't know." Or the difference between interrogative **Huh?** (**What did you say?**) and falling-intonation **Huh.** (**Is that so.**). Also note that many exclamations are sentence starters, while others occur more frequently in isolation. If your students are advanced, they may benefit from seeing phonetic transcriptions on the blackboard.

4) This exercise requires the students to consider several possible meanings for exclamations. The meanings can differ with differing intonation or intensity.

Directions: Listen to each exclamation. Then select a word or phrase which best expresses the meaning of the exclamation.

Surprise / Disapproval / Revulsion / I want your attention / Relief / Bad Situation / Resignation / Satisfaction / Tastiness / Admiration / Cold / Pain / Clumsiness / I'm thinking

- Oh; well. \_\_\_\_\_
- Uh-oh. \_\_\_\_\_
- Ah! \_\_\_\_\_
- Ouch! \_\_\_\_\_
- Ugh! \_\_\_\_\_
- Past. \_\_\_\_\_
- Tsk! \_\_\_\_\_
- Brrr. \_\_\_\_\_
- Hmmm. \_\_\_\_\_

5) This activity involves increasing attention to production, or at least supplying likely exclamations for different situations.

Directions: Read each sentence and think about the situation. Then choose an exclamation that you might use in that situation.

- This cake is delicious. \_\_\_\_\_
- You cut yourself with a knife. \_\_\_\_\_
- The person next to you has just vomited. \_\_\_\_\_
- You didn't understand what someone said. \_\_\_\_\_
- You've just broken your mother's favorite vase. \_\_\_\_\_
- A policeman is approaching you. \_\_\_\_\_
- You are trying to solve a mathematical problem. \_\_\_\_\_
- Your favorite baseball team has just won. \_\_\_\_\_
- You want someone to be quiet. \_\_\_\_\_
- You've just passed an important test. \_\_\_\_\_

6) Here are several other ways to get exclamations into lessons.

- Since my Korean students have particular difficulty distinguishing affirmative **Uh-huh** from negative **Uh-uh**, I play a quick teacher led game of 20 Questions in which I respond with those two expressions rather than "yes" and "no;" for production practice, I simply turn the game over to them.
- Incorporate exclamations into role-play activities.
- Have students use them in writing "one-word dialogs," in which each line is very short (e.g., A: **Dance?** B: **Huh?** A: **Wanna dance?** B: **H m m m** A: **O K ?** B: **Uh uh-uh.** A: **Why not?** B: **Tsk! Don't wanna!**)
- Have your students listen for English exclamations outside of class: on television, in videos, in movies, or in real conversation; they can later report in class about the contexts in which the expressions occurred. One of my students said she easily recognized the mistake/clumsiness exclamation "Oops" while observing a "live" American having trouble holding food with chopsticks.

Finally, although our EFL students probably shouldn't be expected to use many of these exclamations in their speech, they can at least learn to recognize some of the more commonly used ones.

### A Short List of Exclamations

Ah / Gulp (ulp) / Oh-oh (Uh-oh) / Ow / Uh (er, urn, mmm) / Aha / Hey / Oho / Psst / Uh-huh (mm-hmm) / Ahem / Hmmm / OK / Shhh / Whew / Brrr / Huh? / Oooh / Tsk / Wow / Gee / Huh / Oops / Tsk-tsk-tsk / Gosh / Oh / Ouch / Ugh (yuck)

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# JALT News

## ELECTION TIME AGAIN - JALT NATIONAL AND LOCAL ELECTIONS FOR 1986

Once again that time of year has rolled around for starting the nomination and election process. Procedures for 1986 officer elections are outlined below.

### National Elections

National elections for the positions of President, Treasurer, and Membership Chairperson for 1986-1987 will be conducted as follows:

1) A postage-paid postcard for nominating candidates for both local chapter offices and the above national offices is included with this issue of **The Language Teacher**. Please fill it in and mail it so as to reach the JALT Office by August 20. Joint and group members who receive only one card for two or more members may make photocopies and mail them in a regular envelope.

2) The JALT Office, acting for the Recording Secretary, will send each chapter a list of those nominated for national offices on the day following the deadline.

3) The chapters, using these lists of nominees plus any suggestions received from their own executive committee or membership, should submit a slate of no more than one nominee per position to the Recording Secretary by **September 10th**. Any regular, joint, group or student member may be considered, regardless of chapter affiliation. These slates may be called in by telephone if necessary, to either the Recording Secretary or the President.

4) The Recording Secretary will confirm the willingness of each nominee to run for office, then present the list of nominees to the Executive Committee at its meeting during the JALT '85 Conference. The JALT Executive Committee will review the list of nominees, making adjustments and/or additions, but no deletions. The final list of nominees will have to be decided by October 1st in order to meet the deadline for the November issue of **The Language Teacher**.

5) The November issue of **The Language Teacher** will contain all relevant voting information plus a postage-paid postcard ballot. Provision for secret ballots will be announced at

that time.

6) All valid ballots received by **November 20** will be tabulated by the Recording Secretary and the results published in the January 1986 issue of **The Language Teacher**.

### Local chapter elections

Little can be said specifically because election procedures vary from chapter to chapter. The nominating postcards mentioned above will contain space for nominating people for local offices and each chapter will also receive a list of those nominated for its own offices in late September. Each chapter should supplement its list as necessary and desired, and inform its membership of its election procedures either through direct mail or via **The Language Teacher** (paying particular attention to publication deadlines!).

Each chapter should complete its elections for 1986 officers by the end of the year, and must furnish to the JALT Executive Secretary a list of those elected. This **must** be done **before** January 1st, 1986 so that it may be published in the February 1986 issue of **The Language Teacher**.

## 1986年度全国運営委員会、 支部役員選出について

(JALT National and Local Elections for 1986)

### 全国運営委員

今回選挙が行われる役員は、会長、会計、メンバーシップ委員です。選挙は以下の手順に従い行われます。

1) 今月号の *The Language Teacher* に同封の受取人払いの葉書に、推薦しようと思う人の名前(自薦も可)を書き込み、送付して下さい。締め切りは8月20日です。共同会員、団体会員の場合には、各会員に選挙権がありますので、必要人数分、用紙をコピーし、封筒に入れ送付して下さい。

2) 書記は、締め切り後、推薦された候補者のリストを各支部に送付します。

3) 各支部において、候補者リストを検討し、各役員につき候補者を1名に絞り、そのリストを9月10日までに、書記のもとに提出します。これは、電話で書記(又は会長)に報告するという形をとっても構いません。

4) 書記は、各支部から報告された各候補者に、立候補する意志があるかどうかを確認した後、JALT'85の会期中(9月15日)に、候補者リストを全国運営委員に渡します。全国運営委員会では、そのリストの検討、調整を行います。必要に応じ、候補者を増やすこともありますが、削除することはありません。最終立候補者リス  
(cont'd on next page)

(cont'd from preceding page)

トは、*The Language Teacher* 12月号の締め切りに間に合うよう、11月1日までに決定されます。

5) この立候補者リストは、*The Language Teacher* 11月号に発表されます。その他、投票手続きや無記名投票に関する規定も同時に掲載されます。11月号には、投票用紙(受取人払いの葉書)も同封されています。

6) 書記は、11月20日までに到着した有効票を集計し、その結果を会長に報告します。会長は、この結果を*The Language Teacher* の1986年1月号で報告します。

### 支部役員

各支部の役員選出手続きは、それぞれの支部により異なります。上記の全国運営委員候補者選出用の葉書には、各支部の役員を推薦する欄がありますので、そこに推薦者の名前を書き込んでください。各支部は、8月21日に送付された推薦候補者のリストを受け取り、検討、調整を行った後、支部役員にそのリストを直接郵送するか、*The Language Teacher* に掲載します。各支部は、1986年度の役員をそれぞれの手続きにより、1985年度末までに選出を行い、最終結果を1986年1月1日までにJALT事務局に報告します。各支部の新役員名は、1986年2月号の*The Language Teacher* で発表されます。

## 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)

西平章子、Charles Wordell、Ronoall Bollig、Deborah Foreman-Takano、川辺康男、安福恵美子、田中芳裕、中村良廣、小田幸信、小笹久二子、吉田憲弘、仲村芳信、水出友雄、山城紀子、野沢和典(5月号掲載の際、野沢氏の氏名に誤りがありましたので、ここにお詫びし、改めて、氏名を掲載させていただきました)

御寄付を頂いた方には論文集を2冊差し上げます。

(cont'd from page 5)

Primarily, I use small group work so students can plan their language; they come up with new ideas, new creative ways of saying things. I select some from the small groups to perform for the whole group. That language serves as new input for all the students. So it's generative. Students are teaching each other. Everyone is creating a lesson together.

## NEW HAMAMATSU CHAPTER SIG ON MULTILINGUALISM

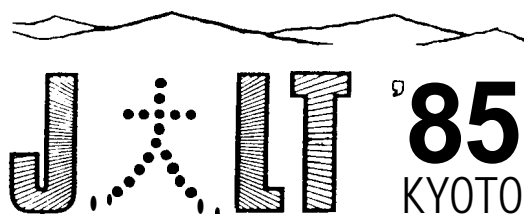
In May a group that had met in Hamamatsu to discuss issues that faced them as parents of expatriate and bicultural children asked to be recognized as a SIG by the Hamamatsu Chapter. This recognition was granted by the Hamamatsu Chapter officers. So far, the group has started a newsletter and is helping Hirata Gakuen Kodomo no Ie, a local Montessori school, bring an American teacher to Hamamatsu. It is also trying to start an English language Saturday School (or play group), and plans a similar one later for the Korean language. In addition there are plans for a video and book exchange, and for special lectures to come to speak in Hamamatsu. The aim is for an eventual focus on these issues nationwide. The group also hopes that Barbara Satori (0534-56-1072) is organizing the Saturday Schools and Gary Wood (0534-72-9056) is coordinating the group and sending the newsletter. Enquiries, assistance, advice, et cetera are welcome.

(cont'd from page 7)

types. The books have graded short passages, reading development material, and a long extensive passage in each volume. The graded material is recorded on cassette which may seem strange in a reading scheme, but students enjoy using the cassettes. Research at primary level in England has shown that small children who are read to in a dramatic and lively way, develop an almost instinctive sense of punctuation, and intonation when they read themselves. The most encouraging result I have had from ten years of piloting reading materials is that many students, who had no reading habit in their first language, developed a reading habit in English. They then went on to read more in the mother tongue. If I was an applied linguist, I might find the need to qualify the effect of more reading with columns of statistics and references. As a teacher, I don't need to. I know what happens to all the skills when students begin reading more.

### RENEW NOW

Members whose dues are paid up through December 1985 – the great majority of you – are invited to renew through December 1986 simultaneously with registering for JALT '85. Check the appropriate "membership type" box on the blue *furikae* form, enter the amount, and remit together with conference fees. This will save you a trip to the post office during the December *shiwasu* ("teachers' rush") and afford both you and JALT modest financial benefits.



## CONFERENCE PREVIEW

The annual conference will be held in Kyoto, September 14 to 16. This is conference number eleven, and if past conferences are any indication, this one should be well worth attending. There will be more than two hundred presentations: here are some of the topics that may interest you, just as a sample.

Keiko Abe will present an **Idea Box** of activities for children, a workshop of creative and useful activities. Steve Wilkinson will offer **activities for Kindergarten through 6th grade** that will move and be fun, fast and friendly. Chris Clark will demonstrate an "oldie but goodie," **Flash Cards with Children**. Also with children and junior high students will be Ritsuko Nakata who will present practical learning activities including **group and pair practice**.

In the materials department Jack Barrow will present **materials for discussion** in the upper beginning and lower intermediate level, with the emphasis on the upper level. Walter Matreyek will report on using a **modular approach** in a course curriculum (ample module material will be displayed and demonstrated). And Francis Bailey will present a procedure for **designing authentic listening materials**.

In the cross-cultural area, Torkil Christensen and Thomas Upson will present the results of their survey which inquired into **the role of non-Japanese language instructors**. And Ian Shortreed and Hiroko Ohara will make a report of a study on **Japanese foreigner talk**.

**Suggestopedia and Krashen's research** will be reviewed by Charles Adamson, while David Peaty will lead a two-hour workshop on **pair-work communication activities**.

In the video and movie department, Mark Sawyer will explain some of the **problems and possibilities with video** in a demonstration for inexperienced teachers, while Larry Cisar will lead a session on **listening comprehension through movies**, using full length movies.

Curtis Kelly promises lots of writing exercises handouts in his **Teaching Composition: Who, What, Why** and especially **How!** Donald Freeman is coming all the way from the School for International Training in Brattleboro, Vermont, USA to give a workshop on visuals in the classroom entitled, **Working with Pictures**. Melvin Andrade will lead, a session called **A Systematic Task and Game Based Conversation Course**

showing how games can form the basis of a conversation course. And Charles Wordell will introduce **A Guide to Teaching English in Japan**, recently published by the Japan Times. This book is endorsed by JALT and presents practical details of language teaching. Charles has used papers from teachers currently active in Japan.

Well, there you have it: a few of the presentations and people you can expect to see at the JALT '85 Conference. But there are many more reasons to attend – look for a detailed conference schedule in the September issue of **The Language Teacher**

## PROGRAM CHANGE

The JALT '85 committee is sorry to announce that, due to illness, Sir Randolph Quirk will be unable to attend the JALT '85 conference.

However, with nearly 200 other sessions dealing with topics as varied as listening, video, discourse analysis, games, reading, children's classes, and composition and with featured speakers of world renown such as Peter Viney, Victoria Kimbrough, and Frank Crane, we are sure that you will find the conference useful and enjoyable.

## JALT '85 FEATURED SPEAKERS

An array of featured speakers will add to the JALT '85 conference. They include the following people:



### Victoria Kimbrough .

Ms. Kimbrough, a graduate of the University of Kansas, has taught EFL for 14 years in both North and Central America. While in Central America, she co-authored the functional ESL series **In Touch**. Ms. Kimbrough will do several workshops including one dealing with reading, strategies and competence and another on developing communication skills. She spoke at JALT '84.



### Frank Crane. A popular speaker at JALT '84, Mr. Crane is an ESL/EFL editor and text author. He holds a Master's degree in TESOL from Columbia Teachers College. At JALT '85, he will discuss the "teachers' book as resource" and and readers.

ways to motivate reading

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**Peter Viney.** Mr. Viney, teacher, teacher-trainer and author, returns to the JALT conference this year. He will share his ideas on reading for pleasure and on communication and contextualization. His bio-data is printed elsewhere in this issue.



**Brian Heaton.** Mr. Heaton is the director of the English Language Unit for Overseas Students at the University of Leeds. He is at present on a six-month attachment to the University of Cambridge Local Examinations Syndicate and is working at the University of Tsuku-

ba on a communicative test for students of English. No stranger to Asia, Mr. Heaton worked in Hong Kong for 12 years where he became senior inspector for English. He also served as a Visiting Professor in Education in Singapore from 1976-79. He is a respected expert in language testing and has published extensively on the subject. Mr. Heaton's sessions will consider the marking of composition (correcting error or teaching writing?) and "the test

of a test."



**Don Maybin.** At JALT '84, Mr. Maybin was second only to Stephen Krashen in popularity as a presenter. This year, Mr. Maybin, who has over ten years' language teaching experience in Canada, England, and Japan, will present six different sessions ranging from techniques for video and junior high juku to the use of "productive pressure." He is the Takamatsu JALT coordinator and teaches English and French in the Seto-naikai area.

**E. Gene Ritter.** Dr. Ritter holds a Ph.D. from the University of Missouri and has done post-doctoral work at the Mayo Clinic. He is an expert in speech, pronunciation, and language disorders. He has worked with Asian and other non-native English speakers in correction accent and pronunciation problems. Dr. Ritter is the Acting Chair of the Department of Speech and Hearing Sciences at Indiana University, Bloomington. He will lead a session entitled "American English: Pronunciation and Prosody."

— SEE PAGES 13-16 FOR LISTING OF OTHER PRESENTATIONS —



An overview of Kyoto Sangyo Daigaku

## PRESENTATIONS BY FEATURED SPEAKERS

### J. BRIAN HEATON

The Test of a Test  
The Making of Compositions: Correcting Errors

### FRANK J. CRANE

The Teacher Book as Resource  
Motivating Reading/Motivating Readers  
Video English

### VICTORIA KIMBROUGH

Reading Strategies vs Comprehension  
Staying *In Touch*  
Teaching English through Academic Content  
Developing Communicative Skills

### DON MAYBIN

Christmas Class  
20 Video Techniques  
20 Oral Skills Techniques  
20 Aural Skills Techniques  
Productive Pressure  
Junior High Juku Classes

### E. GENE RITTER

American English Pronunciation & Prosody

### PETER VINEY

Communication and Contextualization  
*Streamline* for Communication  
Elementary Level Lesson Planning  
Reading for Pleasure

## OTHER PRESENTATIONS (Partial Listing)

**Keiko Abe** - Idea Box

**Carl Adams** - Information Gaps: The Missing Links

**Charles E. Adamson Jr.** - Natural Suggestopedia

**Ellen Adiv** - A New Alternative: The Conventional L2 Program

**Madeleine Adkins** - Dialogue Journals: Opening the Door

**Fred Anderson** - Strategies for Large Class Management

**Melvin R. Andrade Jr.** - Systematic Task/Game Conversation Course

**Linda M. Axelrod** - The Letter Writing Technique

**Francis M. Bailey** - Designing "Authentic" Listening Material

**Philip Barbieri** - Fool's *Dance* as Optimal Input

**Jim Batten** - Workshop in Nonverbal Intercultural Communication

**J. Batten, K. Nogi & R. Voss** - Drama in a Junior High Summer English Camp

**Anthony Behan & Sue Lee** - Student Evaluation of Language Courses

**Shari J. Berman** - Hello Out There in Radioland!

**Alan Brady** - A Needs and Risk Strategem

**Alice L. Bratton** - Crossing Cultures

**James W. Brown** - Listening to the News

**John Alan Gene Brown** - Videos in the Language Class

**Steve Brown** - Grammar Games and Activities; Using Stories

**Christine Mary Bundesen** - Advanced ESL Writing and Style

**Richard Thomas Cauldwell** - They Have Ears

**Raoul Cervantes** - Acquisition and Listening in the Classroom

**Andrea Charman** - Video: Friend or Foe?

**Torkil Christensen & Thomas Upson** - Survey of Language Teachers

**Lawrence J. Cisar** - Listening Comprehension; Workshop on EFL Administration

**Christopher Clark** - Using Flashcards with Children

**Louise Daman** - The Game of the Name

**Ian P. Davies** - ESP for Scientists in Indonesia; A Task-centred ESP Program

**Richard R. Day** - Task-based Learning in the EFL Classroom

**Tony Deamer** - Kobe Steel In-House Language Program

**Christine Dickinson & Larry Riesberg** - Listening Activities

**Sonia Eagle** - Anthropology and the Language

**Marilyn Fisher** - Two New "Natural English" Tapes

**Pat Fisher** - Report on TESOL Summer Meeting

**Donald Freeman** - Working with Pictures

**Dalia Frieder** - Clinical Approach Towards ESL

**Griffith Frost** - Administrators' Forum

**John Fry** - Learning Awareness in the Classroom

**Barbara Fujiwara** - Attention in the HS/SHS Class

**Glenn T. Gainer** - What Was the Question?

**William Gatton** - Varieties of Pair Work

**Mohsen Ghadessy** - Selection of Developmental Errors

**Roy Gilbert** - Introducing *Orblt*

**Linda Christine Godfrey** - Techniques for Presenting Language

**J. Phillip Goldberg** - English Grammar for Students

**Robert Gray** - Cohesion, Coherence & Comprehension

**Dale T. Griffee** - TPR Under Difficult Circumstances

**David Hale** - Classroom Feedback

**Norman Harris** - Get Ready

**Mizuho Hasegawa** - Address System in Japanese

**Marc Helgesen** - Turning It Into a Game

**Lynn E. Henrichsen** - ELT Reformers: Palmer and Fries

**F. Hinofotis, Thomas Hudson & Colin Churchill** - Authentic Reading Texts in Testing

**David A. Hough** - Games and Activities for Children; Survival English for Japanese

**P. Shigehiko Iizuka** - Toru Matsumoto's Novels in-English

**George S. Isted** - Activities for Basic Conversation

**Yoshiaki Iwai** - Intercompany Training and School Education

**George Jacobs** - Freewriting: An Invention Strategy

**Harry Jennings** - Child-centered Classroom Materials

**Dan Jerome** - Linguistic Problems of Bilingual, Bicultural Students

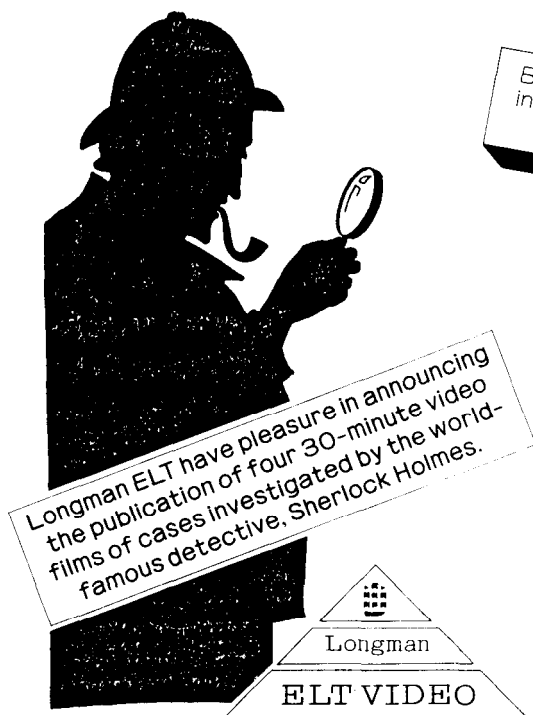
**Anthony Jones** - Dialogue Building

**Shuhei Kadota** - Psycholinguistic Properties of Speech Production

**Curtis Hart Kelly** - Teaching Composition

(cont'd on next page)

- Curtis Kelly & Ian Shortreed** - *Significant Scribbles: Writing for Fluency*
- Nayef N. Khama** - Problems of Writing Composition in EFL
- P. Lance Knowles** - A Listening Approach to Functions
- Allen Koshiwa** - Film and Video Activities
- Thomas J. Kral** - Portraits in Words: Using Biographies
- Neville Laing** - Communication Activities for Beginners
- Sally La Luzeme** - Language and Culture Through Dance
- Susan Lanzano** - Big Bird, Oscar and Friends
- Maria Latona** - Uses of Communicative Journals
- Gunilla Christin Laurell** - Error Analysis in the Classroom
- Warrick Liang** - Applying CLL Concepts
- Laurie Likoff** - The New Technologies: Their Impact on the EFL Class
- Angus Lindsay** - Classroom Language
- Virginia LoCastro** - Listening for the Advanced Learner
- Elizabeth Lokon** - Using *Person to Person*
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- Leo John Loveday** - Sociolinguistics and Language Learning
- Karen Lupardus** - Syllables, Stress, Rhythm & Rhymes
- Duncan Macintyre** - Designing Functional Role Plays
- Anne Shirley Maguire** - Learning by Experience
- Tetsuro Manebi & Rube Redfield** - The Look-up Lesson
- Kathy Maston & E. Dussourd** - Grammar: Recycle It Communicatively!
- Prem Mathur** - Beyond Acquisition
- Walter E. Matreyek** - Content-based Modules at SMI
- Kazuko Matsumoto** - Composition Quality and Syntactic Features
- Yoko Matsuoka** - Teaching Pronunciation to Children Through Phonics
- William Albert McBean** - Shortwave Radio for Listening Comprehension
- Steven G. McCafferty** - Language Contexts: The Acquisition of Idioms
- John McGovern** - Course Design: Principles and Procedures
- Felicity McRobb** - British EFL Examinations
- Haruo Minagawa** - Practicability of Team-teaching
- Tomoo Mizuide** - American Subjunctive
- Shivaun Molloy & Kumiko Ota** - Puppets, Music, Movement, Drama, Kids
- Clyde Moneyhun** - Intensive English for Japanese Students
- Dave Mosher & Lonny Wiig** - 20 Enjoyable High School Activities
- Hoshin Nakamura** - The Usage of "NI" and "O"
- Yoshihiro Nakamura** - Syllabi Revisited
- Ritsuko Nakata** - Fun Ways to Use a Picture Dictionary; Practical Learning Activities for Children
- Kazunori Nozawa** - The Placement Test as a Vehicle for Better English
- Frederick H. O'Connor** - Making Your Own Videos: A Schema
- Natsumi Onaka & Linda Viswat** - Listening to "Real" English
- Masami Ormandy** - *Pathway*. The New Longman Children's Course
- Eloise Pearson** - Discourse Analysis Applied
- David Peaty** - Pairwork Communication Activities
- Tom Pendergast** - Business Letter Writing; ESL by Computer
- Karen Peratt** - Writing Strategies for ESL Students
- Leo G. Perkins** - Teaching Middle High School
- David Phillips** - Communicative Activities in the Classroom
- David Pickles** - Listening and Speaking for Meaning
- George W. Pifer** - Listening Strategy: Contextual and Imaginative
- Ken Pransky** - Old Wine in New Bottles
- Carlos Quiroga** - Reading Communication Skills in Business English
- Nevitt Reagan** - Better Ways: Strategies and Activities
- Jack C. Richards** - Proficiency and the Language Curriculum
- Alan P. Ridley** - Accelerative Learning Demonstration: Serbo-Croatian
- Steve Ross, Thomas Robb & Ian Shortreed** - Assessing Fluency Writing Methods
- Paul Rossiter** - Teaching the Future
- Kevin Ryan** - DJ and the Beginning Student
- Motoharu Saito, Yo Matsumoto & Yurika Hatakawa** - SSH: A New Gateway
- Harumi Sakamura & Tetsuji Tomikawa** - Sign Language and English Learning
- Mary Sandler** - Life After Minimal Pairs
- Katsuyoshi Sanematsu** - Steps to Extended Discourse
- Hiroaki Sato** - New English Teaching Method
- Joanne Sauber & Marc Helgesen** - Games for Vocabulary Building
- Mark Sawyer** - Activating Students Through
- Sharon L. Schillinger** - Technology in the ESL Classroom
- Tim Schoen** - Kindergarten English Teaching Techniques
- Pam Scott** - Concept in the Classroom
- Mark W. Senn** - 33 Things Move on OHP
- Ellen Shaw** - American Listening and Speaking Materials; Pronunciation and Listening Comprehension
- Michiko Shinohara** - Some Games for Teaching Vocabulary
- Alex Shishin** - Creative Writing for Textbook Writers
- Ian Shortreed & Hiroko Onaha** - Japanese Foreigner Talk
- Suzana Augusta Kruger Sieburger** - Learning/Teaching Portuguese in Japan
- Robert Oughton Smith** - Real Events, Real World
- Bill Stanford** - Structure-Global Audio-Visual Methodology
- James Swan & Yasutaka Tokorozawa** - Survey of Foreign Teachers' Opinion
- Sawako Taugawa & A. Shishin** - Slides for Private Lessons
- Catherine Tansey** - One Picture's Worth 1,000 Words
- Mike Thompson** - Video Drama: The Ultimate Motivation?



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Kanagawa 250, Japan

(cont'd from page 14)

**Stephen Timson** -- Conducting an Oral Research Project

**Steve Timson & Jack Barrow**-EFL Syllabus Consideration for Japan

**Thomas Tinkham** -- KISS: Keep It Simple, Stupid

**Damien Tunnacliffe** -- New Developments in Video Material

**Mark Twenlow** -- *Person to Person*

**David Vale** -- Bids for Kids

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# JA LT '85 Conference Schedule

Saturday, Sept. 14th

Sunday, Sept. 15th

Monday, Sept. 16th

8:00	Registration Opens 8:15		
8:30			
9:00	Filmscan--Lingual House Coffee/Donut Mixer 8:15-9:30	Registration Opens 9:00	Registration Opens 9:00
9:30	Welcome and Keynote Address 9:30-11:00		
10:00		Presentations 6 10:00-10:50	Presentations 13 10:00-10:50
10:30			
11:00	Presentations 1 11:00-12:50	Plenary session: LT in Asia 11:00-12:30	Presentations 14 11:00-11:50
11:30			
12:00			Presentations 15 12:00-12:50
12:30		Presentations 8 12:30-1:20	
1:00	Presentations 2 1:00-1:50	Chapter Office Function Meetings	Presentations 16 1:00-1:50
1:30		Presentations 9 1:30-2:20	
2:00	Presentations 3 2:00-2:50		Presentations 17 2:00-2:50
2:30		Presentations 10 2:30-3:20	
3:00	Presentations 4 3:00-3:50		Featured Speaker Panel 3:00-4:50
3:30		Presentations 11 3:30-4:20	
4:00	Presentations 5 4:00-4:50	Presentations 12 4:20-4:50	
4:30			
5:00	Visit CM Displays Close at 5:30	JALT Annual General Meeting 5:00-6:15	Drawing in CM area 5:00-5:30
5:30		Visit CM Display (Close at 6:15)	
6:00	Regents Cocktail Party On Site		
6:30		JALT '85 Bento Banquet 6:30-8:00	
7:00			
7:30			
8:00			

**NOTE:** A complete list of workshops, lectures and events will appear in the September issue of The Language Teacher.

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# JALT Undercover

**THE CAMBRIDGE ENGLISH COURSE, Book 1.** Michael Swan and Catherine Walter. Cambridge University Press, 1984. Student's Book, 159 pp.; Practice Book, 128 pp.; Teacher's Book, 316 pp.; Test Book, 12 pp. One Student Cassette Tape, four Class Cassette Tapes.

Most teachers naturally (and properly) evaluate a textbook according to the needs of their students and to their own philosophies, skills and teaching styles. In a published review, it is appropriate also to judge the book against the publisher's claims for it. According to the Cambridge University Press, "Book 1 is for complete beginners and 'false beginners' and takes learners to a point at which they can use English fluently for simple practical purposes." The course is "... especially designed for adults and takes account of their needs and interests," and it "... provides activities which adults feel happy with" (Cambridge ELT Catalogue 1984). This review will address two questions: Does *The Cambridge English Course* perform well for the students and teachers using it? Equally important, will it fulfill the claims made for it?

The reviewer and two colleagues have used the textbook for a period of six months. Our students are halfway through the book at this time. So, this evaluation of the publisher's claims must be considered tentative. But at this time we have strong doubts that this book will enable our students to achieve genuine fluency, even for "simple practical purposes." The reason for our doubts is that the lessons do not give enough emphasis to the "simple practical purposes" for which we believe beginning students need to develop fluency. The publisher's claims aside, however, *The Cambridge English Course* is a useful and interesting conversation text for adult students with previous English study.

In their excellent introduction to the Teacher's Book, the authors describe the organization of their text as "multi-syllabus." It is, indeed, eclectic. Functional, notional, structural, phonological, and several other syllabi are integrated in the 32 units of the text.

The four lessons in each unit depart from the common dialogue-based study. Most lessons (and units) do not contain "key" dialogues upon which functional, structural, and lexical study is built. Instead, a great variety of illustrations, short readings, taped material, and other stimuli are used to support verbal exercises: making statements, asking questions, engaging in short

conversations, etc. Some 1100 words deemed "most common and useful" are presented. The vocabulary and language patterns are recycled through the book. Useful summaries of the vocabulary, functional expressions, and structures in each unit appear at the back of the book.

The text is supported by four cassette tapes: one 90-minute student's tape and three "class cassettes" (2 hours 40 mins.). Transcripts appear in the text or workbook for the entire student tape, but a large part of the class cassettes appears in the Teacher's Book only.

A Practice Book correlates well with the text and provides exercises for written practice of the functional expressions, vocabulary and grammar. A very thin Test Book, containing three revision tests, completes the course materials.

The Teacher's Book is very well done. The clear organization, informative and useful explanations, and lucid style make its introduction seem much shorter than 7½ pages. The introduction explains the authors' multi-syllabus approach, describes the course organization, and offers helpful advice for the teacher. In addition, each lesson (i.e., each page of the text) has a full page of suggestions for the teacher, and those pages are interleaved with the students' pages. The convenient result is that the lesson page and the teacher's page face each other. Optional activities for variety or reinforcement are often suggested.

The variety of illustrations and taped listening material is very stimulating. But most lessons provide very little for the student to study prior to the class. The student's cassette tape is especially meagre in that respect. It is not unusual for several consecutive lessons to have nothing on the student's tape. Much of the material which is on the tape is for pronunciation practice. Most of the listening material on the student tape appears in transcript form in the Practice Book, and makes no specific demands upon the student. Unfortunately, the lesson pages give no indication to the student when he/she should use the student cassette (although a list accompanies the tape).

The four cassettes for classroom use are a valuable source of listening practice, often including authentic, unscripted conversation. Unfortunately, some of this taped material is too advanced, lexically and structurally, for the students to comprehend, even after several playbacks. Contrary to the authors' assertion, our students found themselves called upon to perform tasks beyond their current capabilities. Some taped exercises call for an oral response, but only a very advanced student could respond within the time allowed for some of them. (Hopefully, all teachers have cassette players with pause buttons.) In general, the course depends too heavily upon the class cassettes. It's a shame more of that material was not included on the student's tape.

Throughout the text one finds indications  
(cont'd on next page)

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that students are not expected to do much preparation before class. Not only is there a scarcity of textual or taped material for home study, but even when there is material to study, the teacher's guide often suggests an approach which obviates any student preparation. (To be fair, the book is often correct in anticipating unprepared students. But isn't that promoting a self-fulfilling prophecy?)

In summary, *The Cambridge English Course, Book 1* has been an interesting and effective text for students, and teachers find ample suggestions and guidance for using it. The book presents a rich and varied vocabulary. The lessons provide a generous quantity and variety of exercises for speaking. The Teacher's Book and the Practice Book are well done. The major deficiencies are a lack of listening material on the student cassette, and a built-in assumption that everything (very nearly) must happen within the classroom. Despite these deficiencies, however, the coursebook and tapes can serve well as part of a basic course in beginning conversation.

The Cambridge course should be considered by those who are teaching adult students in Japan. Book 2 is due sometime in 1985. Books 3 and 4 are scheduled for release in 1986 and 1987, respectively.

Reviewed by Paul Jordan  
Epson Corporation, Nagano-ken

**SHERLOCK HOLMES AND DR. WATSON IN THE CASE OF THE SITTING TARGET.** Longman, 1984. Videotape (VHS or Beta) 30-min., ¥25,000; Videoscript, 12 pp., ¥770; Teacher's Book (by David Cobb and Jan Dalley), 28 pp., ¥2,300; Student's Workbook, 8 pp., ¥610.

Most (all?) video language teaching material currently on the market has one thing in common: the video component was especially taped for the purpose. The series under review here appears to be different: these are actual, authentic TV entertainment shows (specifically, four half-hour Sherlock Holmes mysteries, with more to come) only later picked up and packaged for teaching English. They are suitable for students at a low-intermediate level (that is, corresponding with, say, the second half of *Building Strategies*) and up.

Before looking at the way the shows have been prepared for teaching by the publisher. I can say that, as TV fare, they are not far below typical BBC/PBS productions. The production values and acting are of high quality, and the episode reviewed here holds the attention and has some nice touches of dry humor. In short, these shows entertain which, of course, they were supposed to do in the first place. A very few students and teachers who used this episode were less than enthusiastic, not particularly

enjoying the Englishness, the period setting and the staid detective story genre, but most liked it well enough. One advantage is that Holmes is so well-known and loved here in Japan.

The shows are intended to be ready to teach 'as is.' The episodes are sold separately, and each has a corresponding Students' Book with exercises: a Script; and a Teacher's Book which combines the first two plus teaching notes and the right answers for the exercises. The video have brief on-screen comprehension questions inserted about eight times in the course of the story. (Why, incidentally, does each half-hour episode cost ¥25,000 when a full-length feature film on video retails for about ¥15,000? And ¥2,300 for a 28-page Teacher's Book?!)

The methodology suggested is to first pre-teach/review a list of ten or so words essential for comprehension. In this episode (about Channing, a crazed ex-con seeking revenge on those, including Holmes, who once put him in jail) the words include *psychopath*, *extortion*, *mirror*, *witness* and *behind bars*. Next, the teacher gives (in the students' native language if desired) a little background on the characters and culture (all well laid out in the Teacher's Book) and then plays the whole episode to the students non-stop. Afterwards, students mark off a very short multiple-choice outline of the whole story in the workbook. Their choosing the right answers indicates to teacher and students alike that they understood the gist of the story. The teacher then goes back and shows the video section-by-section (two or three minute) section. There are one or two simple on-screen questions after each of these parts, and these questions require a slightly more detailed level of comprehension than the initial gist outline. Press the pause button and discuss these, or students can write the answers in their workbook.

Also in the workbook are further optional exercises: sentence matching, scrambled sentences, vocabulary defining, etc., and you can stop the tape and have the students do these. Some of these exercises are useful comprehension checks, while others appear to be padding for grammar, reading and writing practice. In this way, you work through the sections of the video to the end. One episode might require two to four hours of class time, according to the level of the students.

The methodology, then, is unsophisticated, simple to use, and is more-or-less viable here: if the students are at least low-intermediates, the process goes relatively smoothly. The episode reviewed does have an unanswerable sentence match in Section 1 (the information that Channing intends to kill Holmes is not revealed until Section 2). The vocabulary exercise in Section 2 is needlessly complicated but can be made to work if the teacher supplies the dialog line in which the target word appears. This gives students some basis on which to guess which of the three given meanings is correct. One thing I'm afraid I couldn't bring myself to do was play the episode to the very end in the

(cont'd on page 22)

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This year's conference hotel will be Hotel Keihan, conveniently located across the street from Kyoto Station (Shinkansen side). It is also the first stop made by the limousine bus from Itami Airport, if you will be arriving by plane. In a departure from previous years, we have requested the Japan Travel Bureau (JTB), Kyoto Branch, to handle all hotel arrangements.

Rates: Single: ¥7,000 (\$35); Twin: ¥6,000 (\$30)/person

Hotel rooms must be reserved by Aug. 20 using the (red) furikae form. Full prepayment is required. Overseas participants may pay by personal check in dollars made out to "JALT/JTB," or by bank transfer to account no. 290030 at the Fuji Bank, Kyoto Office, in the name of "Japan Travel Bureau." European participants may pay through the postal Giro system quoting the account number on the red furikae (giro) form. Transfers from Europe normally take seven to ten days. Note that **if personal checks are used, separate checks must be sent for the hotel and conference registrations as they are processed at different locations.** If not applying through the post office, please send the red furikae form directly to: JALT '85 Desk, Japan Travel Bureau, Higashi Shiokoji-cho, Shimogyo-ku, Kyoto 600.

Since the conference is being held during a peak tourist season, all reservations are being handled on a "first-come, first-served" basis. JTB will attempt to find alternate accommodations for applications arriving after the Hotel Keihan is full, but no guarantee can be made for those applying after the Aug. 20 deadline. If you have any questions concerning your reservation or any last-minute changes, please contact Mr. Kagawa at the Kyoto JTB office, 075-361-7241.

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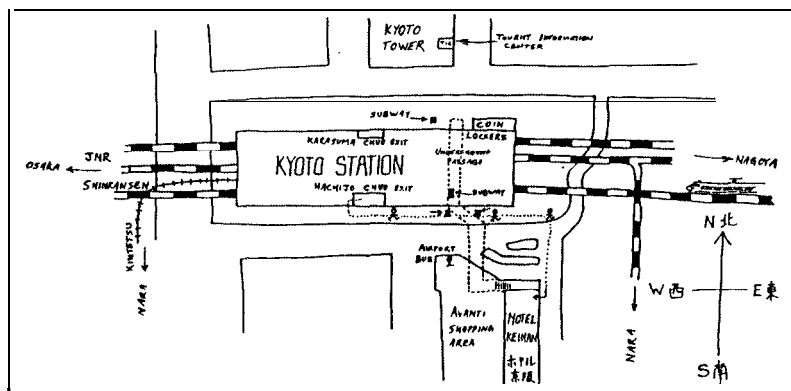
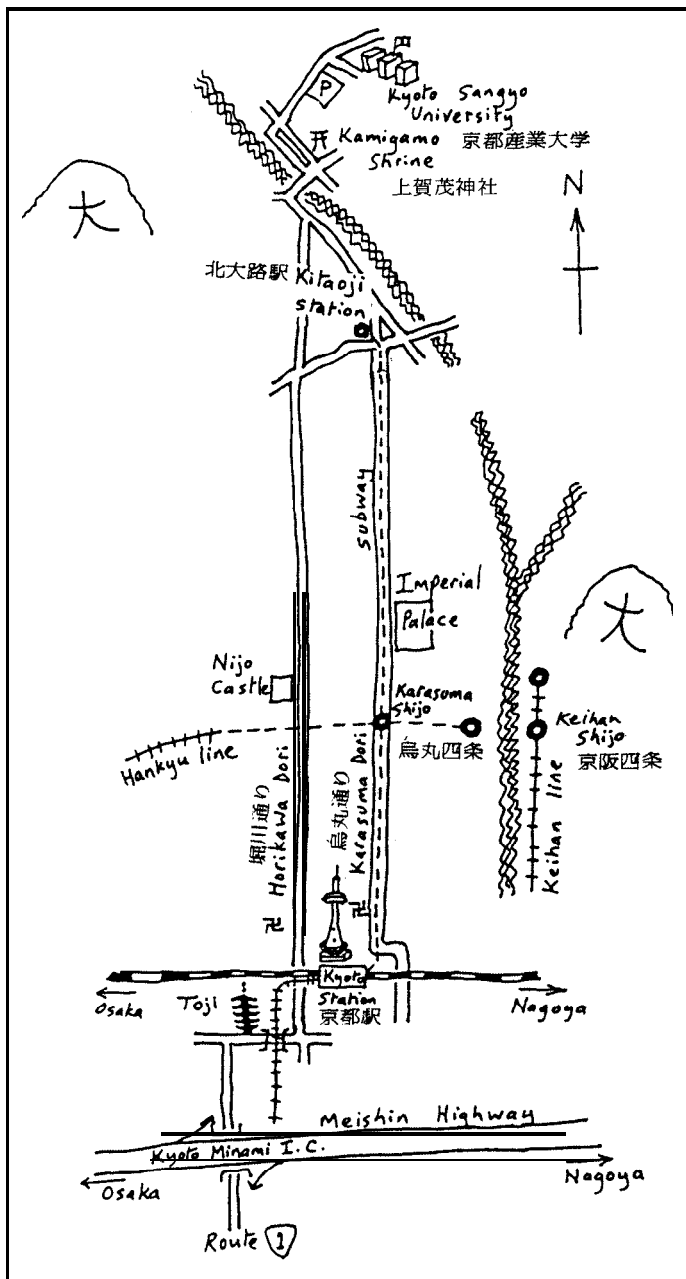
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### 33 The Yes/No Contest



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Smiles: Hi, what's your name?

WT: I'm WT Smith.

Smiles: And do you know the best selling imported English course in Japan?

WT: Well, I just got here this morning from Tibet so, no. (GONG)

Smiles: Sorry, WT. Maybe Oxford English should have these books at airport kiosks. Next, please. May I have your name?

TC: My name is Candice Countless.

Smiles: And What do you do, Candice?

CT: I am a market penetration consultant.

Smiles: Then you must know a lot about my special question.

CT: Oh, yes, I'm sure. (GONG)

Smiles: Too bad, Candice. Countless Consultants can tell Oxford's winner, though. And our last contestant, please.

Chuck: My name is Chuck.

Smiles: Did you say Chuck?

Chuck: You heard me the first time.

Smiles: Uh, what do you do, Chuck?

Chuck: I'm an English teacher.

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Chuck: Of course I do.

Smiles: And can you tell us what it is?

Chuck: Naturally, it's Streamline.

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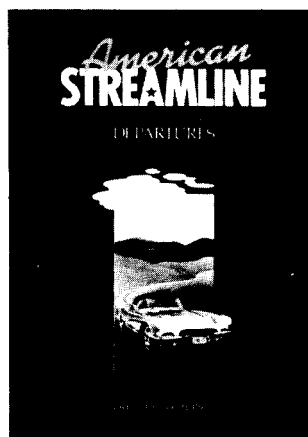
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## Peter Viney

the co-author of Streamline will be visiting Japan again in September. Besides presentations at the JALT conference and Tokyo book fair he will also be speaking in Okayama, Sendai, Sapporo and Fukuoka. (More details next issue.)



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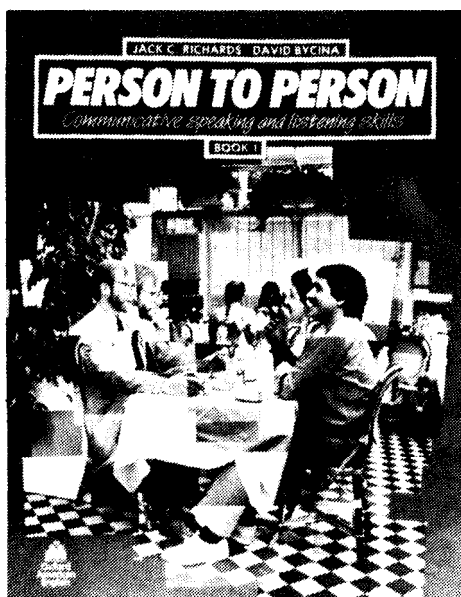
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——日本経済新聞(58.2.3)より抜粋

## 内容

本書は30課から成っており、各課はまず英語で状況を説明し、外国人が何を意図して話そうとする場合であることを示している。使いたい例文がすぐ見つけられるようになっている。Notesでは日本語の特質や、日本人の考え方を英語で説明している。能率的に、すぐ使える日本語が短時間で身につくよう編纂されている。

## —— 日本文化を海外に紹介する講談社インターナショナルの書籍 ——

■ディスカバー ジャパン／日本文化研究所編

DISCOVER  
JAPAN  
No.1  
Words, Customs and Concepts

1巻

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(cont'd from page 20)

first listening-for-gist viewing. By erasing the last sentence of the outline in the Students' Workbook and stopping the tape just as Channing finally shoots at Holmes, I was at least able to reserve a modicum of suspense to sustain us through the later more detailed replays, and to serve as a reward for finally completing our study.

What do students gain from all this? Some will enjoy the show as entertainment. Most will have ten or twelve new vocabulary words in short-term memory. But, most important, many will gain greater ability and confidence in facing authentic material and extracting a general understanding of what is going on. It is crucial for students to learn not to shut off in the face of difficult input, but to stay open, be comfortable with ambiguity and take what they get. These videos are extremely useful for practicing this.

At the end of the process, some students voice disappointment at not understanding every word, and feel "the pictures made me understand." In other words, they have no sense of having accomplished anything. They should be counseled that in the real world "the pictures" also help comprehension, and that their low level of language was still enough to allow them to make or guess distinctions and thus arrive at a general understanding.

At the same time, knowing that there is so much that the students are missing (especially the humor), some teachers feel frustration because the material makes no explicit provision for getting at these more detailed levels of comprehension. It has to be realized that detailed understanding is not appropriate at a low-intermediate level. An episode would be used as a very peripheral part of a course for raising general language ability, the language skills gained being small but crucial. For the best effect, each episode would be finished quickly, with as many different episodes used as possible, one after the other.

It is at an intermediate level and up that the material can further be used for general language acquisition. To this end, script study of each section can be done as a further step after viewing a particular section for general understanding (i.e., after answering an on-screen comprehension question). The script can be looked at line-by-line, with the teacher explaining unfamiliar words, jokes, etc. as they come along. At an advanced level, the teacher can draw the students' attention to useful or unusual sentence patterns and work with them. After such detailed study, students might be expected to be in an optimal condition to acquire the language of that section, and a final step can be an overall viewing for pleasure and more acquisition.

The following table summarizes these suggestions for exploiting the material at different levels:

	low-intermediate	intermediate	high-int. advance
pre-teach vocab/	✓	✓	✓
first overall gist viewing	✓	J	
section-by-section viewing/answer on-screen comprehension questions	J	J	J
section-by-section extra workbook exercises	J		
section-by-section script study		✓	J
final overall viewing for pleasure/consolidation		J	J

Many teachers currently using authentic TV and movie material in the classroom find that a major problem is having no script to use for class preparation or in-class study. Given that, some people may want to buy these shows just because they are transcribed, and then prepare their own original lesson plans as they are now doing when using authentic (and usually free) material taped from bilingual TV or sent from the U.S. Indeed, anyone who has spent time laboriously transcribing TV and movie scripts may view these Holmes videos as heaven-sent and (yes) even bargain-priced treasures.

Finally, this innovative make-over by Longman of real TV shows for language teaching material contains an implicit assumption: that (at an intermediate level and up) we must first engage the mind of the learner and only then worry about teaching listening skills or making the language medium of that entertainment experience more available for acquisition. Because this ordering of priorities is in line with much current thinking on how people gain language, I think we can expect more such material to be prepared in the future. I, for one, can't wait to be able to buy classroom packages of, say, *Porridge* (U.K.), *Taxi* (U.S.) and, of course, **The Twilight Zone**.

**Thanks to Marie Grammer, Eiko Iwasa, Yoko Sugimura and Chuck Lambert for contributing to the discussion that led to this review, and for commenting on an earlier draft.**

**Reviewed by Julian Bamford  
The American School of Business, Tokyo**

## REVIEW in BRIEF

***BUSINESS COMMUNICATIONS: Principles and Methods, 7th Edition.* William Himstreet and Wayne Baty. Boston: Kent Publishing Co., 1984. 687 pp., ¥6,050.**

At 687 pages, with an intended audience of

business students at American universities, *Business Communications* has little future in Japan. However, for non-business-oriented EFL teachers who have somehow found themselves teaching mostly businessmen, this book could serve well to fill the gaps in their knowledge about what language skills are most valued by the business world.

Despite its imposing outer appearance, this massive volume is actually a rather friendly book, with an attractive format and graphics, clear chapter outlines and summaries, and a very readable writing style. Its detailed table of contents and index make it suitable for quick reference.

Because it is so comprehensive, **Business Communications** could also be used as a standard against which to evaluate level-appropriate EFL texts dealing with business writing or business communications, and for quite advanced students it could be adapted to supplement the weak areas of whatever text was eventually chosen.

Himstreet and Baty have labored assiduously through seven editions spanning 25 years to keep their book up to date, and they claim that this 1984 edition contains more significant changes than any of the previous ones, reflecting the profound effect on the business and government environment of: 1) the personal computer/word processing explosion; 2) the deepening awareness of the problems inherent in communicating across cultures; and 3) the growing roles of memorandum writing and oral reporting.

**Business Communications** deals clearly and thoroughly with an area of expertise that is becoming increasingly demanded of those who would help the Japanese meet their rapidly expanding needs in international communication.

Reviewed by Mark Sawyer  
International University of Japan

## RECENTLY RECEIVED

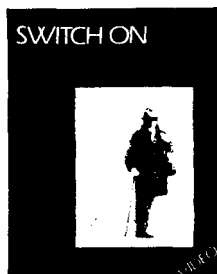
The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for **The Language Teacher**.

Notions before some entries indicate duration on the holding list: an asterisk (\*) indicates first notice in this issue; a dagger (†) indicates third-and-final notice this month. All final-notice items will be discarded after 31 August.

## CLASSROOM TEXT MATERIALS/ GRADED READERS

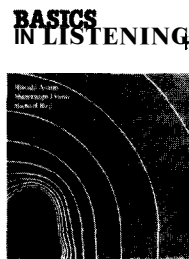
- \*Broughton. **Express: A rapid revision English course, book 1** (Student's book, Teacher's book, 'workbook J. Collins, 1985.
- \*Draper. **Great American Stories, I: An ESL/EFL reader**. Prentice-Hall, 1985.
- \*Faird. **A Vocabulary Workbook**. Prentice-Hall, 1985.
- \*Karant. **Headlines: An advanced text for reading, speaking, and listening** (book, cassette). Prentice-Hall, 1985.
- \*Maley & Moulding. **Poem in to Poem: Reading and writing poems with students of English** (Book, two cassettes). Cambridge, 1985.
- \*Murray & Niethammaer-Stott. **The Chorley Kidnapping: A detective story for intermediate students of English**. Pergamon, 1985.
- \*Noto. **Physics: Developing reading skills in English**. Pergamon, 1985.
- \*O'Brien & Jordan. **Developing Reference Skills**. Collins, 1985.
- \*Palmer et al. **Personal Relations: Communication games, dialogs and exercises for advanced conversation** ("Schooldays" and "At the Office" Student's books, combined Teacher's manual). Pergamon, 1985.
- \*Reid & Lindstrom. **The Process of Paragraph Writing**. Prentice-Hall, 1985.
- \*Roberts. **Steps to Fluency** ("Materials for Language Practice" series). Pergamon, 1985.
- \*Samovar & Porter. **Intercultural Communication: A reader, 4th ed.** Wadsworth, 1985.
- \*Saslow & Mongillo. **English in Context: Reading comprehension for science and technology, book 2**. Prentice-Hall, 1985.
- \*Woods. **On the Way, book 3** (Student's book, Teacher's book, Workbook). Cassell, 1985.
- Benson & Greaves. **You and Your Language, books 1 and 2**. Pergamon, 1984.
- Cook. **English for Life** series (Vol. I, "People and Places" tape transcript; Vol. II, "Meeting People" tape transcript; Vol. III, "Living with People" student book). Pergamon, 1983.
- Doorley & Gray. **First Certificate English Practice Tests**. Cassell, 1985.
- Folsie. **Intermediate Reading Practices: Building vocabulary and reading skills**. University of Michigan, 1985.
- Haines. **English in Print: Around Britain and Contemporary Themes** ("Materials for Language Practice" series). Pergamon, 1984.
- Jones. **Use of English: Grammar practice activities for intermediate and upper-intermediate students** (Student's book, Teacher's book). Cambridge, 1985.
- McGovern & McGovern. **Bank on Your English: An elementary course in communication for bank employees** ("Materials for Language Practice" series. book, cassette.) Pergamon, 1984.
- Mortimer. **Elements of Pronunciation: Intensive practice for intermediate and more advanced students**. Cambridge, 1985.
- Schechter. **Listening Tasks for Intermediate Students of American English** (Student's book, Teacher's manual and answer key, cassette). Cambridge, 1984.
- Tillit & Bruder. **Speaking Naturally: Communication skills in American English** (book, cassette). Cambridge, 1985.
- †Bulger. **Investigations in English** (Student's book). Cassell, 1985.
- †Menasche. **Writing a Research Paper** ("Pitt (cont'd on page 25)

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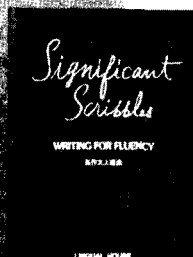
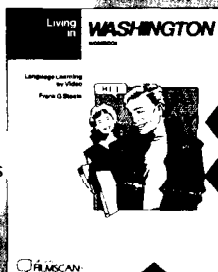


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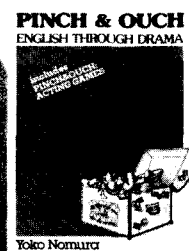
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(cont'd from page 23)

series in English as a Second Language," No.16). University of Pittsburgh, 1984.

†Read & Matthews. *Pyramid: A secondary course in English, level one*. (Student's book). Collins, 1985.

TReinhart. *Testing Your Grammar*. University of Michigan, 1985.

**NOTICE: Will the reviewer who requested Koyama & Takashima, *Catch It! Bilingual News Using Your Eyes and Ears* please contact the book review coeditors once again as soon as possible?**

## TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

\*Lee et al. eds. *New Directions in Language Testing* ("Language Teaching Methodology" series). Pergamon, 1985.

\*McGovern. ed. *Video Applications in English Language Teaching* (ELT Documents: 114). Pergamon/British Council, 1983.

Ely. *Bring the Lab Back to Life* ("Language Teaching Methodology" series). Pergamon,

Poldauf. *English Word Stress: A theory of word-stress patterns in English*. Pergamon, 1984.

van Ek & Trim. eds. *Across the Threshold: Readings from the modern languages projects of the Council of Europe*. Pergamon/Council of Europe, 1984.

Williams et al. eds. *Common Ground: Shared interests in ESP and communication studies*. Pergamon/British Council, 1984.

†Klippel. *Keep Talking* ("Handbooks for Language Teachers" series). Cambridge, 1985.

†McArthur, ed. *English Today: The international review of the English Language*, 1:1 (January, 1985).

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

## IN THE PIPELINE

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

Aitken. *Loud and Clear*.

---. *Making Sense*.

Andrews. *English for Commerce*.

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

Bell. *Spotlight on Energy*.

(cont'd on page 33)

# Chapter Reviews

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

## HIROSHIMA

### THE HISTORY OF ENGLISH TEACHING IN JAPAN

By Mikio Matsumura,  
Hiroshima University

At the June meeting of the Hiroshima chapter Professor Mikio Matsumura gave a brief introduction to the history of English language teaching in Japan with special emphasis upon the Meiji period. Mr. Matsumura has been doing research in this area for the past ten years and is currently the chairman of the Hiroshima chapter of the Association of the History of English Studies in Japan (Nihon Eigakushi Gakkai).

Professor Matsumura stated that while this field is rich historically as well as in ideas and methods that could possibly have practical application in classrooms today, it remains virtually unexplored. Today's educators, in their quest for better, more effective, more "modern" methods, ignore the past. Professor Matsumura would like to see this situation changed.

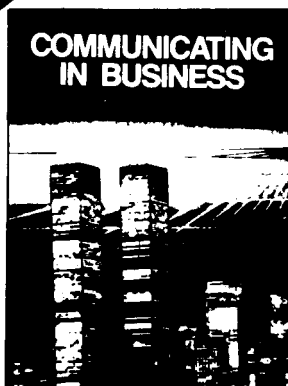
In pursuing his interest in this field, Professor Matsumura has wandered through used bookstores in Kanda and has conducted interviews with people educated during the Meiji period. Teaching methods of one hundred years ago included memorization of texts, sentence analysis, and "declamation" (i.e., reading sentences aloud while gesturing). The seemingly high rate of success can be attributed, in part, to the students' deep motivation to learn English as a means of modernizing the country.

Throughout the presentation, Professor Matsumura interjected interesting, amusing anecdotes and little-known facts that added human interest to his subject. Did you know that the first American teacher of English to come to Japan was Ranald MacDonald? MacDonald, whose father was Scottish and whose mother was American Indian, believed that the roots of the American Indian were to be found in Japan. Unable to enter the country legally in the year 1848, MacDonald pretended to be shipwrecked off the coast of Hokkaido. At government expense, he was sent to Kyoto where he was permitted to teach English. His method? His students would come one by one and read sentences

(cont'd on page 27)

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(cont'd from page 25)

aloud while MacDonald corrected them. He was sent back to the States after eleven months. It's interesting to speculate whether MacDonald's teaching methods were in part responsible for his deportation.

Reviewed by Kathleen Pappert  
Notre Dame Seishin Junior College

## **HOKKAIDO**

### **REPORT ON THE JALT-HOKKAIDO LANGUAGE CONFERENCE**

After a breather of three years, JALT-Hokkaido held its Second Annual two-day Language Conference on May 25-26, 1985 with the theme "LIVELY LISTENING AND LEARNING." A total of over 80 participants registered. The key reaction of attendees was: "Yes! We like the practical and adaptable techniques you've shown us!"

Saturday evening sessions focused on local Sapporo presenters. Yoko Suzuki of Sapporo New Day School shared her enthusiasms for TEAM TEACHING IN CHILDREN'S CLASSES. Pairing a Japanese with a foreign teacher has meant livelier skits, more demonstrative game explanations, and time to encourage shy or anxious students on the spot. Another valuable point was that cooperating teachers could immediately alert each other to certain aspects of teaching behavior, or to trouble spots. For young Japanese students, seeing their Japanese teachers conversing naturally and fluently in English was an encouraging model to follow. There were, of course, some common problems, such as Japanese teachers feeling "evaluated," fighting over a larger share of teaching time, etc. Despite these irritations, participants could sense that Suzuki has found an effective balance of teaching pluses through team teaching.

Dr. Tetsuo Kumatoridani of Hokkaido University spoke on PERFORMANCE RULES AND MISFIRES IN INTERCULTURAL COMMUNICATION. Speaking from a sociolinguistic view-



point, he feels that good communicators will pay close attention to the "performance rules" governing a situation - to the **who, when, where, why** and **how** - while speaking, rather than correct grammatical form. "Misfires," or misunderstanding, will occur when these performance rules collide in an intercultural exchange. Students should be informed of the purposes behind the expressions being learned in class. Materials, too, must contain the background and procedural information of the target culture.

Torkil Christensen of Hokusei Joshi Gakuen, Coordinator of JALT-Hokkaido, spoke on TEACHING COMPOSITION TO FIRST YEAR JUNIOR COLLEGE STUDENTS. His primary method is to make up a model story within which students manipulate different structures, such as changing pronouns and tenses, adding vivid adjectives, and combining sentences. The advantage of this approach is that students gain confidence in composing English sentences without resorting to translation and dictionary usage.

On Sunday morning, Grif Frost and his two partners, Dean Gadda and Steve Wilkinson, had participants crawling and squirming in a learn-by-doing workshop titled ESL GAMES FOR CHILDREN (See prior review) By afternoon

people were still reeling from Don Maybin's 35 AURAL-ORAL TECHNIQUES FOR TEACHING ENGLISH (see prior review), but ready to absorb Munetsugu Urano's gleaned-from-experience talk on the BASICS IN LISTENING (see prior review).

Rounding out the conference, the five guest speakers joined for an informal panel, moderated by Torkil Christensen, discussing the conference theme. The audience also joined in, addressing the issues openly and concretely, ending the weekend on the construc-

(cont'd on next page)



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tive, optimistic note that had prevailed throughout.

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

## **KOBE**

### **LISTENING WITH THE BRAIN**

**By James Nord,**  
Nagoya University of Commerce

At the June 9 JALT-Kobe meeting, Dr. James Nord - noted author, holder of degrees in electrical engineering, educational television, and educational technology, and currently Professor and Director of the Language Center at Nagoya University of Commerce - presented his views concerning recent findings on brain functions and their relationship to language learning and teaching.

Nord began his talk by outlining three basic conflicting views in language teaching: the linguistic, the behaviorist, and the cognitive approaches. It was Nord's view that the linguistic and behaviorist schools, although exemplary in their contributions, do not take into account how the brain operates. Instead of dividing language into abstract systems and basing our observations entirely on student behavior, more attention should be paid to brain processes - something which the cognitive approach does.

The analogy used by Nord to explain how the brain operates was that of a government. Think of the brain as a governing mechanism, he said, which takes in information, makes decisions, compromises, and understands only what it wants to hear, disregarding the rest.

In the beginning of the evolutionary development of the brain, there was the reptilian brain (an "executive branch"), which acts immediately; this part is concerned with "territorial

rights." The limbic system (the "legislative branch") came next; it provides representation for other parts, but is slower and is concerned primarily with forming basic rules, and with social relations and emotions. The cerebral cortex ("judicial branch") came last, and is much more exploratory in nature, providing long-term memory to avoid sudden change.

This analogy can help us understand listening phenomena such as *bottom up analogy* ("democracy") and *top down anticipation* ("governmental edict"). It helps us recognize the effects of stress on brain functions, for example, the "down-shifting" from cerebral to limbic to reptilian depending upon the degree of stress. It also explains why some strange (foreign) sounds become assimilated and why others are never accepted.

Recent research has revealed the existence of left and right hemispheres in the brain. The left specializes in laws, rules, reading, writing, calculation, and speaking. The right specializes in art, music, and imagination. In addition there are front and back spheres, with the back concerned with input and the front with output. Also the brain processes two kinds of information: *analog* and *digital*. *Analog* is concerned with configurations that exist, feelings, and images of things. *Digital* is related to arbitrary things which depend on the sequence of occurrence in other words, a time orientation. Of course, these spheres overlap. The brain tends to make a blend of nonverbal and verbal stimuli, which implies that language is a fusion of words and meaning ~ the result of symbolic learning. To cause the learning of language in the mind, teachers have to create meaning in the mind, blending various kinds of sensory input: visual, audio, and tactile stimuli.

Listening is hearing a sentence, transforming it in the brain, creating a number of possible situations from which students are forced to make a selection and are given immediate feedback (which Nord calls *Sen-Sit-Sele* meaning Sentence, Situation, and Selection). We create Sen-Sit-Sele by a process called *growth* ~ feeding the sounds and meanings together in such a way as to make a connection, and then testing it for

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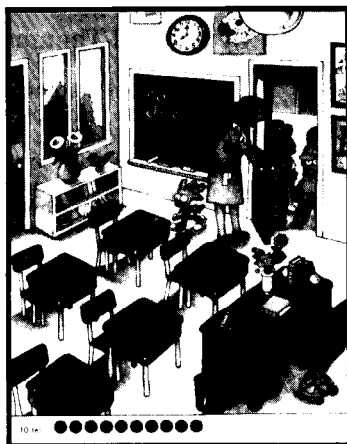
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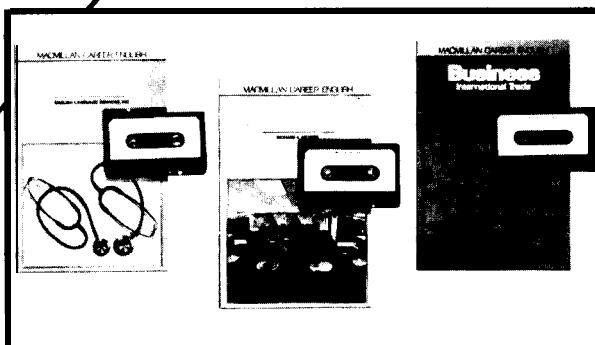
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correctness.

From a cognitive viewpoint, listening is a necessary and sufficient requirement for language learning, as listening is used to learn ("grow") the language in the mind. Two main requirements for learning by listening are: 1) input must be meaningful, and 2) learning must be at the brain's pace – you cannot drown people in a sea of sound. Therefore, language must be given in "digestible" portions for growth to take place. If sufficient listening is applied, a decoding process is developed so that an anticipatory mechanism is developed to detect errors on its own. Also, with listening, there is what is called the **iceberg effect** in which there is a natural relationship between expression and the receptive backlog or mass underneath. This mass underneath, developed by listening, must be many times larger than the producing layer on top. Thus, once students reach the stage of error recognition (in which they are thinking in the language), spontaneous speech will soon develop.

Some advice from Nord is that teachers look at students not only from a behavioralist viewpoint, but also in order to realize that students have individual control over themselves; teachers can encourage them to grow but cannot force them to do things they are not ready for.

Listening is not passive, Nord contends, because we create the meaning in our minds. With feedback, particularly visual feedback, we can link images to sounds and process language much faster. Verbal feedback alone from the teacher is much slower. Dr. Nord also believes that students must have intensive listening, to make them pay attention to the "cement" between meaningful units by developing sensors in order to listen better. With this training, students will begin to speak. If we can teach them to listen well, they will speak on the basis that "it sounds right;" grammar and pronunciation will thus also be improved.

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

## TAKAMATSU

### 『未来塾での発音訓練』

講演者：中 津 燎 子 (Nakatsu, Ryoko)  
報告者：松 崎 礼 子 (Matsuzaki, Reiko)

徳島文理大学で6月16日、未来塾主宰者の中津燎子氏を迎え例会が行われた。

中津氏は、日本は受信型文化国であり、日本以外のほとんどの国は発信型文化国であるとし、未来塾において地球社会的視野をもつ人間を育てることを目的とし、異文化を理解し学ぶ為の方法として、日本語・英語・韓国語の発音をとり上げ、自律人間となることを要求し、一般成人に音声訓練をされている。例会では、訓練内容、訓練生の困難点分析、さらに現状の中学・高校・大学(教

養・専門)の英語教育分析をされ、それぞれの欠落部分を指摘、提案を述べられた。さらに中津氏は初級・中級訓練(2ケ年)で、鏡、テープを使用し、自分の声を発見確認し、聞きとり聞きわけ、単語連結、英語のリズムをくずさない、自由朗読、時間制限の発想訓練、質疑訓練等々、詳しくいろいろな例や経験談を述べられた。

## TOKYO

### GRADED READERS AND READING PROGRAMS

By Michael Thompson

The benefits and pleasures of reading appear to have been rediscovered recently by ESL teachers and curriculum theorists in the guise of "input theories" concerning the promotion of second language acquisition. And while this may seem to be new wine in old bottles, Mr. Thompson's presentation at the May meeting was a reminder of the value of reading as a means of extending contact with English and as a vehicle of cultural enrichment.

A useful distinction was made between extensive and intensive reading, the latter involving translation and the exploitation of a text for vocabulary, idiom and sentence patterns and bearing the same relation to reading in the ordinary sense as forced feeding does to dining at a restaurant. The experience of Japanese students with reading in English is mainly of this unpleasant variety. Mr. Thompson pointed out that this discourages students from reading on their own, cutting them off from valuable input in the language.

The encouragement of reading in English, however, presupposes the availability of materials that can be read fairly quickly and effortlessly. Enter the graded reader. With their carefully-controlled vocabulary and structures, graded readers can provide extensive reading experiences that may hopefully instill in the student a taste for reading.

Suggestions were made as to how to set up class libraries and make use of them to expose students to a variety of content in readers affording them the opportunity of choosing their own reading material in accordance with their interests and capabilities.

**Reviewed by George Deutsch**

## YOKOHAMA

### OPEN HOUSE AT LIOJ

For the May meeting of the Yokohama Chapter, forty members met in Odawara. The program consisted of an introduction to the intensive residential program at the Language  
(cont'd on page 33)

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Kenkyu-sha Bldg., 9 Kanda Surugadai, 2-chome,  
Chiyoda-ku, Tokyo 101. Tel: 291-4541**

**Cambridge University Press,  
The Edinburgh Building, Shaftesbury Road,  
Cambridge CB2 2RU, UK**



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## ENGLISH AS AN INTERNATIONAL LANGUAGE

### TALK AND LISTEN

English as an international language via drama techniques

**Richard Via and Larry E. Smith**

East-West Center, Honolulu, Hawaii

The authors have set out to arouse cultural awareness in adult students by applying the drama techniques of relaxation, observation and improvisation. First to the use of dialogs in different contexts, and then by freer communication in role-playing improvisations. Intelligibility, grammatical acceptability and social appropriateness are emphasized at every stage.

Each lesson is designed for a classroom hour and consists of:

1) Relaxation Exercise (6 or 7 minutes) for all 30 lessons - a wide variety of warm-up activities needed by both mind and body to participate in the drama activities that follow. The activities provided for each lesson are fully described in the Teacher's Book - in some cases non-verbal, but communicative, in others accompanied or followed by classroom or pair discussion.

Student's Book 0 08 030323 4f 1983 ¥ 1,210

Teacher's Guide 0 08 029448 0f 1983 ¥ 1,610



### READINGS IN ENGLISH AS AN INTERNATIONAL LANGUAGE

Editor: Larry E. Smith, East-West Centre, Honolulu, Hawaii

An invaluable collection of seminal articles highlighting basic tenets on communication in English as an international language:

- Non-native speakers require specific training in the use of English with other non-native speakers.
- Native English speakers should study English as an international language, whether they interact with other native speakers or with native speakers using a different variety of English.

0 08 030321 8f 1984

¥ 4,060

### ENGLISH AS AN INTERNATIONAL LANGUAGE -A WRITING APPROACH

**Eva S. Weiner and Larry E. Smith**

Focusing on writing activities, this workbook is intended to help adult intermediate-level students learn English for international communication, especially with other non-native speakers. Since the basic principles of writing apply also to speaking, listening and reading, fluency develops in all four language areas as students learn to write effectively. A variety of world cultures is reflected in the material chosen, so that students can at the same time increase their understanding of different countries.

0 08 030322 6f 1983

¥ 1,560

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(cont'd from page 30)

Institute of Japan by Derald Nielson, Academic Director of the institute. Then the group went to presentations of their choice given by LIOJ teachers and staff. The presentations covered such areas as the curriculum at LIOJ, including rationale and implementation; using cuisenaire rods to teach grammatical concepts; using story squares (a creation of Lance Knowles, Consulting Director at LIOJ, and Ruth Sasaki, former teacher at LIOJ); using pictures and other activities to teach verb tenses; using problem solving communicatively in the classroom; and using video in the classroom. Overall, it was one of the most useful meetings the chapter has had in a while because it addressed so many different interests and needs. LIOJ was very gracious in opening their institute to us and in making us feel welcome.

Reviewed by Ron Crain

(cont'd from page 25)

Carrier & Evans. *Spotlight on Cinema*.  
 Carrier & Pacione. *Spotlight on Rock Music*.  
 Christie. *Spotlight on Great Mysteries*.  
 Curry. *Spotlight on Women in Society*.  
 Dean. *Spotlight on the World Cup*.  
 Ellin-Elmakiss. *Catching on to American Idioms*.  
 Gilbert. *Clear Speech*.  
 Gregg. *Communication and Culture*.  
 Hasegawa & Wright. *This is America*.  
 Jolly. *Writing Tasks*.  
 Knowles & Sasaki. *Story Squares*.  
 Krone. *Background to New York*.  
 Lavery. *Active Viewing Plus*.  
 McRae & Boardman. *Reading Between the Lines*.  
 Morley. *Listening and Language Learning in ESL*.  
 Morrison. *Word City*.  
 Nelson. *Musical Games for Children of All Ages*.  
 Nomura. *Pinch and Ouch*.  
 Richards & Bycina. *Person to Person, Book 1*.  
 Rinvolucri. *Grammar Games*.  
 Root & Matsui. *Campus Life, USA*.  
 Saitz et al. *Contemporary Perspectives*.  
 Scarbrough. *Reasons for Listening*.  
 Selinker & Glass. *Workbook in Second Language Acquisition*.  
 Sell et al. *Modern English: Cycle Two*.  
 Stokes. *Elementary Task Listening*.  
 Underwood. *Linguistics, Computers, and the Language Teacher*.  
 Wright et al. *Games for Language Learning*.  
 Wyatt. *Computers in ESL*.  
 Yokoo & Nakamura. *A New Current English Composition*.

## Position

(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. 075-23 1-4388

## Bulletin Board

Please send all announcements for this column to Jack Yohay, 1111 Momoyama Yagoro-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.

### CALL FOR RESEARCH GRANT APPLICATIONS

The JALT Executive Committee, in May, 1984, revised the procedures for applying for and processing applications for the JALT research grant program. The following are the guidelines for submitting proposals:

1. Title: JALT Small Grants for Research and Materials Development in Language Teaching and Learning
2. Use of Funds, Funds will be granted for supplies, printing, postage, transportation and part-time help, but not as wages for the applicant.
3. Application Procedures: Applicants are requested to submit the following items:
  - (a) An outline of the proposed project. For material development, a sample chapter (if a book) or other material which can give the selection committee a precise idea of what is intended.
  - (b) A search, which should be as exhaustive as feasible, of the relevant literature in order to illustrate the necessity and uniqueness of the proposed project.
  - (c) A list of previous publications, course work, etc., which would give evidence that the proposer(s) are, in fact, capable of carrying out the proposal. (A proposal, for example, for a series of video tapes by someone with no experience with video equipment would not be approved.)
  - (d) A budget for the project as best as can be estimated in advance. If a lesser amount could also be accepted, this

(cont'd on next page)

### JALT '85 - HOTEL NOTE

Due to a slight error in the hotel application form, some post offices are requesting participants to pay their handling charge. If you are requested to pay, please do and you will be reimbursed at the hotel.

(cont'd from preceding page)

should be stated. Otherwise the project will be either fully funded or not funded at all.

- (e) A cover letter with the name, contact address, and phone number of the applicant, as well as the title of the project. Submit all documentation in triplicate with NAMES OFF but with the title of the project on all items.

Each application will be reviewed by a committee of at least three, who will submit their recommendations to the Executive Committee for a final decision. The committee's guidelines include (1) Is the applicant qualified to carry out the proposed project? (2) Is the project unique? (3) Is the applicant familiar with relevant literature? (4) Does the project appear necessary, i.e., does it fill an existing gap in either materials or knowledge? (5) Would the results be useful to others as well? (6) Is the project well designed? (7) Does the amount requested seem in accord with what is proposed?

Follow-up reports will depend upon the size of the grant. Quarterly reports will be required if the grant is over ¥100,000., semi-annual if less than that. All awardees will be required to file the results of their studies by November 1st of the following year. This may be in the form of a published article, or submitted as material for possible publication in **The Language Teacher** or the **JALT Journal**.

The deadline for the receipt of proposals for this fiscal year is September 15th, 1985. Mail proposals with all enclosures to Jim White, JALT President, I-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589.

## BILINGUALISM Call for Presentations

A symposium on bilingualism is to be held at JALT '85. Those who *are* interested in giving brief presentations or sharing their knowledge or experiences, please contact Masayo Yamamoto by August 31. Phone: 0742-34-5960; address: Shin-Ohmiya Green Heights 1402, Shibatsujicho 3-940, Nara-shi 630.

## DIPLOMA IN LANGUAGE TEACHING C.E.E.L., Geneva Sept. 23, 1985 - May 30, 1986

The Dip. L.T. differs radically from the majority of full-time teacher training courses, such as university M.A. programs, in that it combines almost equal amounts of theory and practice.

The training has five aspects: (1) Linguistic and methodological theory; (2) Intensive study of a foreign language (160 hours); (3) 320 hours of language teaching in a supervised environment; (4) The research and publication of a

## A REMINDER FROM THE EDITOR

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

language course for a special purpose; and (5) Study of language program administration.

## AN INTRODUCTION TO SELF-ACCESS PAIR LEARNING: Theory and Practice Didasko Learning Center, Osaka

A series of five one-day workshops leading to a certificate, the program is devoted to a detailed examination of the numerous methodics contained in the self-access course THRESHOLD, as well as work in phonetic correction and testing. Dates: Seminar I, August 25th; Seminar II, September 8th; Seminar III, September 29th.

Information: DIDASKO, Attn: Sakiko Okazaki, 6-7-3 1-611 Itachibori, Nishi-ku, Osaka 550; tel. 06-443-3810.

## 1985 JALT SUMMER INSTITUTE Yokohama Kaikokinen Kaikan

### Friday, August 16th

- 10:00-12:00 Prof. Katsutoshi Ito, Kanagawa University. "Recent Developments in the Methodology of Foreign Language Teaching: A Psycholinguistic Overview"  
12:00- 1:30 Lunch  
1:30- 5:30 Dr. Kathleen Bailey, Monterey Institute of International Studies. Dr. H. Douglas Brown, San Francisco State University. "The Treatment of Errors in the Communicative Classroom"

### Saturday, August 17th

- 9:00-12:00 Dr. Brown and Dr. Bailey. "Strategies for Successful Language Learning and Teaching"  
12:00- 1:30 Lunch  
1:30- 3:00 Dale Griffie, James English School, Sendai. "Adapting Texts to the High School Situation: A Case Study"  
3:15- 5:15 Steve Brown, Tohoku Gakuin University and James English School, Sendai. "Grammar Games and Activities"

(cont'd on page 36)

# A WORLD PREMIERE FILM EVENT!

## Your Life in Your Hands

*"All the students and faculty loved it  
You've got a winner!"*

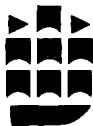
William Crawford, Visiting Professor  
Hiroshima University



Finally a two-level conversation course for high beginning and low intermediate students that zeroes in on the language structures and functions they need to know. Longman's new *Your Life in Your Hands* is a state-of-the-art educational video – a high-quality television film that features:

- Two full-color video cassettes that may be used together or independently
- Dramatically credible dialogue that reflects natural speech
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- Silent Viewing, Viewing with Dialogue and Profiles segments
- A Student Book that accompanies each video cassette

To preview *Your Life in Your Hands* write Longman-Penguin Japan or call Mike 'I'hompson at 03-265-7627. When ordering your preview cassette, please specify ¾" U-Matic, ½" VHS or ½" Betamax. Longman Videos. The hottest show in town.



Longman-Penguin Japan Co. Ltd.  
Yamaguchi Building 2-12-9 Kanda Jimbocho  
Chiyoda-ku Tokyo 101. Japan

(cont'd from page 34)

**Sunday, August 18th**

9:00-12:00 Dr. E. Gene Ritter, Indiana University. "American English Pronunciation and Prosody"

12:00- 1:30 Lunch

1:30- 3:30 Munetsugu Uruno, Mito High School, Ibaragi-ken. "Teaching Listening in the High School"

3:30- 3:45 Evaluation Session

Fees (per day)	Members	Non-members
Pre-registration	¥6,000	¥7,000
On-site	¥7,000	¥8,000

Pre-register by using the **furikae** in *The Language Teacher*. Write "Summer Institute" in the space next to "Program."

Information: Steve Brown (0222) 674911 or 724909.

# Meetings

*Please send all announcements for this column to Jack Yohay, 1-1 1 Momoyama Yagoro-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: Ten Games for Classroom Learning  
 Speaker: Richard Dusek  
 Date: Sunday, August 4th  
 Time: 1 - 4:30 p.m.  
 Place: Fukuoka Shimin Kaikan, Tenjin 5-1-23, Chuo-ku  
 Fee: Members, free; non-members, ¥500  
 Info: Etsuko Suzuki, 092-76 1-3811  
 Richard Dusek, 09403-6-0395

Language games are not just for fun, but for deeper learning. The presentation will be given in English, Japanese, or both, depending on those present.

**HOKKAIDO (Sapporo)**

Topic: Pronunciation and Prosody: An American Speech Pathologist's Viewpoint  
 Speaker: Dr. E. Gene Ritter  
 Date: Sunday, August 25th  
 Time: 1:30 - 3:30 p.m.  
 Place: Kyoiku Bunka Kaikan, North 1, West 14  
 Fee: Members, free; non-members, ¥500  
 Info: T. Christensen, 011-737-7409  
 C.A. Edington, 231-1121 or 737-7074

Dr. Ritter, Assistant Professor of Speech and Hearing Sciences at Indiana University, will conduct a workshop with practical suggestions for pronunciation and the melodic (prosody) patterns of spoken English. This may be of interest to students as well as teachers of English.

**- JAL T '85 LATE FLASH -**

Any public or private high school or junior high school teacher in Kyoto, Osaka, Hyogo, or Shiga Prefecture may attend the conference at member rates. To apply please use the postal **furikae** form.

**CORRECTION**

The correct venue for this month's Teachers College-Simul Academy summer program is Tokyo and not New York, as was mistakenly indicated in the June issue. **The Language Teacher** regrets the error. For information, call 03-582-9841.

**KYOTO/OSAKA**

Topic: Implications of Classroom Research for Language Teachers  
 Speaker: Dr. Craig Chaudron, Univ. of Hawaii  
 Date: Sunday, August 4th  
 Time: 1:30 4:30 p.m.  
 Place: Umeda Gakuen (turn right at the Shoko Hotel, past the Sanbangai Cinema on the east side of Hankyu Umeda Station, Osaka)  
 Fee: Members, free; non-members, ¥1,000  
 Info: T. Cox, 0798-71-2272  
 J. Wieman, 075-541-1419

A summary of the major areas of research and results from classroom studies showing their meaningfulness for classroom teaching, with examples of activities that appear to enhance communication and learning.

**KYOTO/OSAKA/KOBE**

## MIDWEEK SPECIAL WORKSHOP AND PRESENTATION Osaka, Tuesday, August 13th

Topic: The Treatment of Errors in the Communicative Classroom  
 Speakers: Dr. Kathleen Bailey, Dr. H. Douglas Brown  
 Time: 1:30 - 4:30 p.m.  
 Place: Umeda Gakuen (see notice above)  
 Fee: Members, ¥1,500; non-members, ¥2,000  
 Pre-register (see below)  
 Info: T. Cox, 0798-71-2272 (till early Aug.)  
 J. Wieman, 075-541-1419

A discussion of research data and models of error treatment in traditional language classrooms and a practical look at their implications for teacher behavior in a classroom that aims primarily at teaching communication.

The workshop: suggestions for teaching errors in the classroom. Practical demonstrations of error correction techniques. Participants will hear tapes (possibly see a video tape) and work with written compositions.

Admission to this afternoon lecture/workshop is by pre-registration only. Apply immediately to T. Cox by calling above number.

(2)  
Topic: Strategies for Successful Language Learning and Teaching  
Speakers, place, info: as above  
Time: 7 - 9 p.m.  
Fee: Members, ¥1,000; non-members, ¥1,500 (no pre-registration)

A consideration of the kinds of personality styles and cognitive strategies that can lead to successful language learning, followed by a set of principles for adopting a **teaching** style that is effective in promoting positive attitudes, motivation, and communication among students, with a practical demonstration of a number of communicative classroom activities that enhance a learner's repertoire of language learning strategies.

Dr. Kathleen Bailey completed her M.A. in TESL at UCLA and worked as the coordinator of ESL Service Courses there for two years before returning to that school for her doctorate in Applied Linguistics. Since 1981, she has been Director of the TESOL M.A. Program at the Monterey Institute of International Studies.

Dr. H. Douglas Brown is the author of **Principles of Language and Teaching** (Prentice-Hall, 1980). He is now teaching at San Francisco State University.

## MATSUYAMA

Date: Sunday, August 18th  
Speakers, topics, times: (1) Keiko Abe, "Textbooks for Children," 10 a.m.-12 noon; (2) Don Maybin, "Pressure Techniques in the Classroom," 1:30-5 p.m.  
Place: Ehime Kenritsu Chuo Seinen no Ie  
Fee: Members, free; non-members, ¥1,000 for one session; ¥1,500 both sessions  
Info: Marin Burch, 0899-31-8686 (work)  
Kyoko Izumi, 0899-77-3718

\* It is advisable to bring a lunch if you plan to attend both sessions because the closest restaurant is about 20 minutes on foot from the Seinen no Ie.

## NAGOYA

Topic: Using the "Right Brain" Skills in the Language Classroom  
Speaker: Mark Caprio  
Date: Sunday, August 25th  
Time: 1:30 - 5 p.m.  
Place: Aichi Kinro Kaikan, Tsurumai  
Fee: Members, free; non-members, ¥1,000  
Info: Lynne Roecklein, 0582-94-0115  
Kazutaka Ogino, 05363-2-1600

"Right brain" matters are still much up in the air. Mark Caprio, a local member, will fill us in on the theoretical background and the history of the distinction, discuss the neurolinguistic theory behind its definition and whether evidence actually exists for the distinction, and finally conduct a workshop session on practical applications with specific activities designed to evoke right brain skills. Time permitting, he may tantalize and/or enrage us by a diagnostic test of these skills. Are you dominantly left- or right-brained? Leave neither at home!

## TAKAMATSU

Topic: Classroom Activities for Kids  
Speakers: JALT Takamatsu members  
Date: Sunday, August 25th  
Time: 10 a.m. -- 12 noon  
Place: Takamatsu Shimin Bunka Center  
Fee: Members, free; non-members, ¥500  
Info: Don Maybin, 0879-76-0827  
Shizuka Maruura, 0878-34-6801

A selection of tried and proven fun activities will be presented by local members, including Shizuka-Maruura of AMVIC and Brian Schneider of Nichibei language schools. Anyone with kids' classes should be interested and don't forget to come early and beat the heat!

## YOKOHAMA

Topic: Developing communicative reading exercises for readers without exercises and for authentic materials  
Speaker: Dr. John Fanselow, Columbia Univ.  
Date: Sunday, August 25th  
Time: 2 - 5 p.m.  
Place: Yokohama YWCA (not the YMCA as usual), 5 minutes' walk from Kannai station on the opposite side of Yokohama Stadium from the YMCA (150 meters south of Yokohama Stadium)  
Fee: Members, ¥500; non-members, ¥1,000  
Info: Ron Crain, 045-841-9677 (home); 045-662-3721 (work)

John Fanselow, Professor of Language and Education at Teachers College and past President of Teachers of English to Speakers of Other Languages (TESOL) will focus on communicative reading tasks in which students interact in pairs or groups, rather than responding to the standard reading comprehension questions.

## **YOKOHAMA SIG for Teachers of English at Secondary School**

Topic: 'Stand Up and Speak Out'  
Speaker: Yoshio Mochimaru  
Date: Sunday, August 25th  
Time: 10 a.m. - 12:30  
Place: Yokohama YWCA (see above)  
Info: Ryuko Kubota, 0427-47-6378 (eves.)

# Important New Titles from HBJ and CAL

## **Peer Involvement in Language Learning** Stephen Gales

Describes and outlines procedures for implementing several models of peer teaching and tutoring for second language and foreign language programs

## **Reading Development of Nonnative Speakers of English: Research and Instruction**

John Barnitz

Discusses state-of-the-art reading development of nonnative speakers and reviews the reading process and its relationship to language

## **Foreign Languages in the Elementary School: The State of the Art** Linda Schinke-Llano

Provides a complete discussion of FLES programming including rationale pros and cons, and implementation and evaluation procedures Gives recommendations for future development and Includes an extensive bibliography and a listing of exemplary programs

## **Directory of Foreign Language Service Organizations: 3** Sophia Behrens

A convenient reference guide that will help foreign language educators and others locate resources and services for enriching classroom instruction Publishers and distributors of foreign language materials are also listed

## **Basic English Skills Test, Forms B, C, and D**

The Staff of the Center for Applied Linguistics  
Three new intercorrelated forms of the competency-

based test of adult English language proficiency  
Now with an interview section scoring sheet for even easier administration

## **Working World**

Maria Maniscalco Baskin and  
Lois Wasserman Morton

An English for Special Purposes text designed to help foreign students prepare for, find and keep a job in the business world September 1985

## **Gateway**

Len Fox

A reading and writing skills text that prepares students to read college-level textbooks across the curriculum not only English but history education and others November 1985

## **Understanding American Sentences**

Lily Kapili and Ben Kapili

A self-directed grammar text that focuses on the components of American English sentences progressing from the simple to the complex Can be used as a reference book July 1985

## **Getting Together**

Susan Stempleski, Alison Rice, Julie Falsetti

A conversation book that contains a wealth of entertaining and amusing activities for pair and small group work Low intermediate level October 1985

## **The American Scene**

Mary Thurber

A basic ESL reader that focuses on aspects of American life and culture November 1985

For further information contact



**Harcourt Brace Jovanovich International**

**Hokoku Building 3-11-13**

**Nidabashi**

**Chiyoda-ku**

**Tokyo 102, Japan**

**Phone: (03) 234- 1527**

# JALT—全国語学教師協会について

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

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

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

## 出 版 物

- ◆ JALT JOURNAL—JALT が年2回発行する学術誌
- ◆ THE LANGUAGE TEACHER—JALT の月刊誌 (英和文併用、B5、36～72ページ)
- ◆ CROSS CURRENTS—The Language Institute of Japan (LIOJ) 発行の学術誌 (JALT会員には割引の特典があります)

## 年次国際大会及び例会

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

## 支 部

現在、全国に17の支部があります。

札幌、仙台、東京、横浜、浜松、名古屋、京都、

大阪、神戸、岡山、広島、徳島、高松、松山、福岡、長崎、那覇

更に、現在、山形、福島、金沢に新しく支部を設けるべく、準備を進めています。

## 研究助成金の支給

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

## 会 員

個人会員—最寄りの支部の会員も兼ねています。

共同会員—住居を共にする個人2名が対象です。JALTの各出版物が、2名に対し、1部しか配布されないという事以外は個人会員と同じです。

団体会員—同一勤務先に勤める個人が5名以上集まった場合に限られます。5名毎に、JALTの出版物が1部配布されますが、端数は切り上げます。(例えば、6名の場合は2部、11名の場合は3部配布されます。)団体会員は、メンバーが入れ替わっても構いません。その場合、抜ける会員は会員証を返却し、新しく会員になる者の氏名、その他必要事項を報告せねばなりません。詳細は、事務局まで。

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

詳細は、〒168 東京都杉並区永福1-33-3  
商業会員担当 John Boylan  
(電話 03-325-2971) まで。

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

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担当 伊藤真理子

# 6th TOKYO ENGLISH LANGUAGE BOOK FAIR

## 1985 第6回 国際英語教材展

"For Quality Language Teaching and Language Learning"

9月22日 23日  
10:00~19:00 22-23 September

会場  
**文化外国語  
専門学校**  
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創価女子短期大学教授、ハーバード大学講師  
Professor, Sohka Women's College  
Lecturer, Harvard University

23日 1名予定 Featured Speakers  
協賛講演者  
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Mr. Peter Viney (STREAM LINEシリーズ著者)

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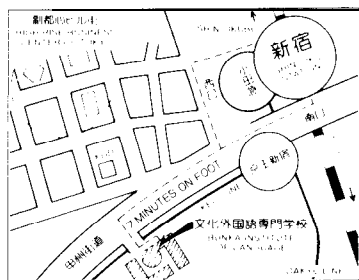
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