

improvements in scanning and squeezing data, into 30 seconds or less – for transmission anywhere in the world.

As a result, there are now some 1.5 million ‘fax machines’ at work in Japan, and Matsushita Graphic Communication Systems is the world’s largest ‘faxmaker’. *Time* adds that there are ‘Panafax PX-100’ machines at

each end of the hotline between the United States and the Soviet Union, so that the superpowers can in an emergency exchange essential maps and drawings: ‘They are routinely tested every hour by sending pictures of encyclopedia articles on such noncontroversial subjects as water lilies and tsetse flies.’

Bilingual fliers

A Canadian airline, until recently known as CP Air, has adopted a new name-cum-logo that ingeniously conforms to the nation’s bilingual policy. Their new name replaces a contentious vowel with an arrowhead. French speakers supply the ‘e’ of CANADIEN, while Anglos stick to CANADIAN.



English teaching to the year 2000

In July 1987, the Coalition of English Associations held an intensive three-week conference in Maryland, USA, bringing together 60 representatives from all levels of English teaching in the United States: from elementary through secondary to college, including the trainers of teachers. The groups involved included the NCTE (the National Council for the Teaching of English), the Modern Language Association, the Association of Departments of English, the College English Association, and the College Language Association. An NCTE press release states that the conference ‘yielded an unprecedented level of agreement about how English should be taught over the rest of this century’. Points on which participants agreed include:

- The need for ‘a learner-centered curriculum in which the individual students learn to become inquirers, able to participate fully both in continuing to learn and in a democratic society’.

- The view that tests ‘ought to concentrate on the complicated skills of relating information’ and ‘on shared problem-solving in the learning process, rather than competition’. Such an approach was seen as useful in counteracting the acquisition of ‘fragmentary knowledge – how to make sense of the knowledge you acquire, rather than with learning bits of it for tests’.

- An acceptance that ‘teachers can no longer settle for formalistic, mechanical instruction in language. They have to deal with it in a social context, and deal with the great variety of students’ language.’

- The likelihood ‘that it has become impossible to teach a literary canon, in any past sense, but rather, that we will have to sample more systematically the literatures of America and the world, to introduce students to the kind of world they have to live in.’

- The fact that ‘in an era of single parents, two-job families, and greater diversity of population, the schools are having to supply aspects of students’ education that the home once provided’.



English-language journalism in Japan

Kosei Minamide in Osaka has sent us the following table with the most recent data on English-language newspapers published in Japan.

English Newspapers in Japan

<i>name</i>	<i>foundation</i>	<i>circulation</i>	<i>subscribers</i>
Asahi Evening News	1954	25,209	general
Japan Economic Journal	1963	33,540	general
The Japan Times	1897	54,239	general
The Japan Times Weekly	1960	10,000	general
The Daily Yomiuri	1955	43,000	general
Mainichi Daily News	1922	52,800	general
Asahi Weekly	1973	210,000	student
The Student Times	1951	190,000	student
Mainichi Weekly	1972	210,200	student

Quoted from

Japan's Periodicals in Print, 1987 Edition,
Published by Media Research Centre (Sukai Biru, 5-10-1 Shinjuku, Shinjuku-Ku, Tokyo, 160 Japan).



Learner English

A teacher's guide to interference and other problems
Edited by **Michael Swan** and **Bernard Smith**

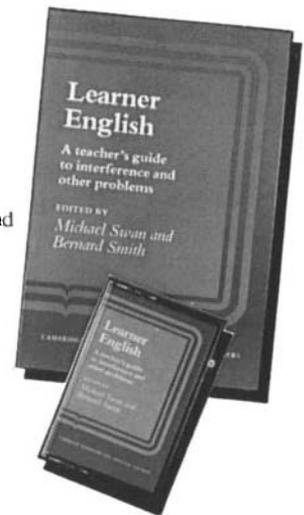
As a teacher of English as a foreign or second language, have you ever wished you knew more about your students' mother-tongues?

Learner English is a practical reference book which compares the relevant features of the students' own languages with English, helping you to predict and understand the problems your students have.

The chapters describe and explain the most important typical mistakes of learners who speak Dutch/Flemish, Scandinavian languages (except Finnish), German, French, Italian, Spanish, Catalan, Portuguese, Greek, Russian, Farsi, Arabic, Turkish, Indian languages, West African languages, Swahili, Japanese, Chinese, Vietnamese and Thai.

The book is accompanied by a cassette with recordings of learners, illustrating the various accents described in the book.

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