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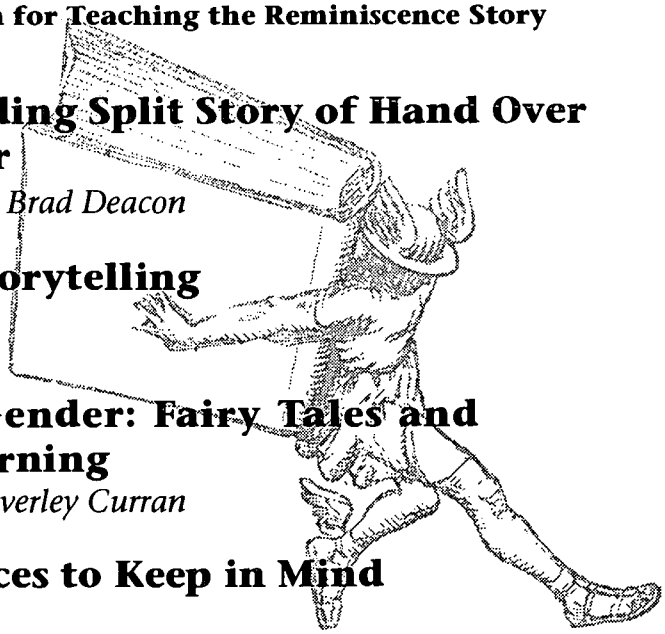

Special Issue: The Narrative Mind

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The Narrative Mind

Once upon a time there was a *narrative turn* in social science research in which many social scientists discovered the ubiquitous presence of stories in our lives. While inspired early on by the likes of George Mead (1977), Mikhael Bakhtin (Holquist, 1990), and Jerome Bruner (1990), much of the human sciences have still remained tied "uncritically to the rationalist epistemology and experimental methodology of the hard sciences" (Pavlenko & Lantolf, 2000, p. 157). The hard science model has brought obvious results, but it has also limited what counts as knowledge when over-valued and over-generalized (even Einstein rated imagination over intelligence). The contention of the narrative turn is that there are many ways of knowing and building knowledge that are equally valid. Stories and different forms of discourse can perhaps teach us in ways that are at times more ecological and efficient (see, for example, Ellis & Bochner, 2000, and the work of Donald Freeman and Shirley Brice Heath).

In this issue, we explore a variety of ways in which stories might be used to enhance learning. We are led in this endeavor by Bruner's (1990) observation that,

> Language is acquired not in the role of spectator but through use. Being "exposed" to a flow of language is not nearly so important as using it in the midst of "doing." Learning a language to borrow John Austin's celebrated phrase is learning "how to do things with words." (p. 67)

Thus, you will notice that more than merely telling stories, we are getting students to "do things with words," to actively narrate their learning lives. We also agree with Nunan (1999) when he says, "[I]t's important to take pedagogical bearings, not just from textbooks, curricula, schemes of work and examination schedules, but also from our learners" (p. 3). Therefore you will find sprinkled throughout, the voices of our students to guide and inform us.

We start out with **Robert E. Jones'** article on how students can learn to tell personal stories and be sensitized to the uses of the grammatical patterns of *used to* and *would*. **Tim Murphey** and **Brad Deacon** look at the split stories they tell and how students can take over the process and generate novel ways of learning. **Sato Kazuyoshi** continues in the same vein noting how his own personal stories inspired modeling behavior and storytelling from his students. Finally, **Erin Burke** and **Beverley Curran** describe how fairy tales can be used to highlight stereotypes and even question the status quo. In the My Share column, **Robert Croker** shows how students' storytelling can be activated with folk stories and **Suzuki Katsuhiko** describes how Japanese high school teachers can excite their classes with personal storytelling. **Charlie Canning** shares one dramatic/narrative form of story-telling known as *kamishibai*. We have also included a short annotated bibliography for your perusal.

In short, all the contributions reveal that through talk and telling stories, as Bruner suggests above, teachers and students are not only imparting information, but as we talk we are creating and learning—we are "doing things with words!" Before you enjoy the contents of this issue we would like to extend our heartfelt thanks to the reviewers of each article and the *TLT* editors for their feedback, encouragement and helpful hand.

Special Edition Editors
Robert Croker
Brad Deacon
Tim Murphey
Kazuyoshi Sato

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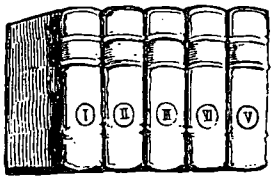

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The Narrative Mind

かつて、多くの社会科学者が、我々の生活におけるストーリーの偏在の存在を発見したことにより、社会科学におけるnarrative turnがありました。George Mead (1977)、Mikhael Bakhtin (Holquist, 1990)、Jerome Bruner (1990)などにより早くから指摘されていたにもかかわらず、多くの人文科学は、自然科学の合理主義的認識論および実験的方法論とに無批判に強く結びついていました(Pavlenko & Lantolf, 2000, p. 157)。自然科学のモデルは、明白な結果をもたらしましたが、それが過度に評価され過度に一般化された時、知識と見なされるものをも制限しました。narrative turnに関わる論点としては、等しく有用な知識構築及び知識獲得の多くの方法があります。ストーリ及び異なった談話形式は、より効果的な方法を我々に教えてくれるでしょう。

この号では、ストーリーが学習を促進するために使用されるさまざまな方法を検討します。まず、Bruner(1990)の、観点からこの検討を始めます。

> 言語は観察ではなく使用を通じて得られる。言語に「さらされる」ことは、言語活動を「行う」ことの中でそれを使用するほど重要ない。John Austinの有名な句を借りれば、言語学習とはことばを使って、どう行動するかを学習することである。

したがって、単にストーリを語ること以上に、学習者が実際の学習環境で積極的に話す事により「ことばを使って行動する」ということに、読者の皆さんは気づくことでしょう。また、Nunan(1999)の「単に教科書、カリキュラム、スケジュールではなく、学習者から考え方から、教育的な扱いを行うことが重要である」という考え方にも賛同します。それゆえ、学習者の声が我々に道筋を示してくれることにも気づかれるでしょう。

この号では、いかに学習者が個人の話を話し、かつ文法パータンの用途に敏感になることをどのようにして学ぶことができるかについてのRobert Jonesの論文から始めます。Tim MurpheyとBrad Deaconは彼らが語った分割したストーリーと学習者がどのようにプロセスを引き継ぎ、学習の斬新な方法を生み出すかに目を向けています。Sato Kazuyoshiは同じ流れのなかで、彼自身の個人的ストーリが、いかに学習者のストーリーテリングとモデリング行動に誘発されたについて述べています。最後に、Erin BurkeとBeverley Curranは、ステレオタイプを強調し、かつ現状を質問するためにどのようにおとぎ話を使用することができるかについて記述しています。

My Shareコラムでは、Robert Crokerが学習者のストーリーテリングが民話でいかに活性化されるかを示し、Suzuki Katsuhikoは、日本の高校教師が個人的なストーリーテリングによってどのようにクラスを活性化させることができるか説明します。Charlie Canningは「紙芝居」として知られているドラマティックでナレイティブなストーリテリングの形式を紹介しています。

Brunerが上述しているように、全ての寄稿は、talkとストーリテリングを通して、教師と学習者は情報を共有できるだけではなく、語ることにより、創造し学習していることを示しています。そう、「ことばを使って行動している」のです。今月号の内容に入る前に、我々は、心よりそれぞれの著者とＴＬＴの編集者の、フィードバック、励まし、そして、助力に心より感謝の気持ちを示したいと思います。

Robert E. Jones
REJ English House

We Used to Do This and We'd Also Do That:

A Discourse Pattern for Teaching the Reminiscence Story

If you have recently attended a family gathering, staff room party or other social event, it is likely that a number of stories will have cropped up in the course of conversation. Eggins and Slade (1997) note that many of these stories take the form of simple anecdotes of a remarkable event about which the narrators wish to share their reaction. These anecdotes may include stories about life's misfortunes, dangerous or amusing situations in which someone has been involved, or amusing tales we have read about in the newspapers.

This article proposes a strategy for teaching a particular narrative pattern often found in one type of anecdote I shall refer to as the reminiscence story. This type of story is situated in the narrator's past, e.g. early childhood, schooldays or a first job, and concerns a particular event that took place during that period. It is often introduced by phrases such as "I remember when we were kids and we used to. . . ." In the pattern I describe, the verb forms *used to* and *would* work together to provide essential background information to the central event described in the story.

Before describing the teaching procedure, I wish to address the role of the two verb forms in the creation of the story. I feel such an account is important for two reasons. First, I feel that teachers and students should have a clear understanding of this pattern, since it is a common one which has attracted the attention of several linguists (Suh, 1992; McCarthy, 1998) and can provide a useful tool for students as they construct their own reminiscence stories. Secondly, it has been suggested that certain misconceptions may exist regarding the relationship between *used to* and *would*. Willis (1990) and McCarthy (1998) both warn that some published EFL materials may have misguided their users with the erroneous claim that *would* as an indicator of past habit is less frequent and more formal than *used to*. An unfortunate consequence of such a claim which is that some teachers may place a heavier emphasis on the teaching of *used to* and relegate *would* to a more secondary role. This would seem to be a serious oversight for, as McCarthy demonstrates, their relationship seems to "have nothing to do with formal/informal distinctions" but, rather, has a discoursal function, as they are found to co-occur "in the same highly informal discourses" (1998, p. 98).

本論文では、一種の逸話である「思い出話」に着目した。「思い出話」の特徴は、話者が子供時代や学生時代など、過去に経験した興味深い話や、稀な体験について物語ることにある。まずはじめに、私はEgginsとSladeが「会話にあらわれる逸話の研究」（１９９７）で明示した「導入／特質すべき出来事／反応」の構造について説明する。次に、私は「思い出話」において、三つの述語 used to, would、単純な過去形が、互いに影響しあって、どのようにこの構造を作り上げているかについて言及する。また、これら三つの述語を学習者に示す手順について言及するとともに、学習者に自らの思い出話を効果的に語らせるための指導方法について述べる。

It is the co-occurrence of the two forms, the way in which they work together within the discourse, which is the essential feature of the pattern as it occurs in reminiscence stories. I will describe the pattern with reference to the framework for describing the structure of spoken anecdotes developed by Eggins and Slade (1997) and demonstrate how it relates to a particular reminiscence story in which the *used to/would* pattern occurs, before describing the teaching procedure.

Generic Features of the Conversational Anecdote

Based on a framework originally proposed by Labov and Waletzky (1967; Labov, 1972), Eggins and Slade (1997) demonstrate that conversational anecdotes typically move through five stages: *abstract, orientation, remarkable event, reaction* and *coda*. With the exception of *abstract*, we can see all of these stages at work in the text below. In this anecdote, transcribed from a BBC television documentary, Ray Bradbury, the American science fiction and short story writer, is sitting on a bench with a woman called Betty Williams for whom, during his youth, he harboured an unrequited love.

The remarkable event which Bradbury wishes to relate concerns the night he met Betty unexpectedly after forty years and finally achieved his long-cherished aim to give her a *smooch*. His story begins with an *orientation* in the form of background information about his younger days and the feelings he had for Betty during that time. He then relates the *remarkable event* itself and follows it by expressing his *reaction*: "And then we fell apart laughing." The anecdote finishes when Betty joins in and supplies the *coda*: "I'm sure you met the right woman; she was wonderful."

Ray and Betty's reunion

<Commentator> Although she didn't know it at the time, Betty Williams was Ray's first love.
<Ray> ooh well.
<Betty> I never knew. ((laughing))
<Ray> We knew each other fifty five s- fifty [<Betty> heh heh] six years ago and I used to take her to movies and on the way home from the movie, I'd say, 'Okay, Ray. When we get to her house, she opens the door, you grab her elbows and you give her a big smooch. Okay?' So we'd get to her house, she'd open the door and I'd say, 'Ni-ight' ((makes a hand-waving gesture)) you know [<Betty> heh heh] and then I'd walk down the street saying, 'Dummy! Dummy! Dummy!' ((striking his forehead three times)). This [<Betty> heh heh] happened three or four times so I never not- never got to kiss her goodnight. So, about twenty years ago I was lecturing down town at the Unitarian church, I looked in the front row and there's Betty sitting there looking up at me. [<Betty> heh heh] She came up after and said, 'E:r, y- I hear you don't drive.' I said, 'That's right.' She said, 'Can I give you a ride home?' I said, 'Yes.' So she drove me home. When we got in front of the house, I reached over, grabbed her elbows [<Betty> heh] and gave her a big smooch. And then we fell apart laughing. I said, 'I should have done that forty years ago,' but maybe it's just as well hah.
<Betty> Yeah heh heh I'm sure you met the right woman; she was wonderful.
<Ray> Well—

Used to *and* would

Bradbury's anecdote also provides an excellent illustration of the *used to/would* pattern at work. In the orientation, we find the habitual past being expressed by *used to* and *would*. Then, when the narrator enters the remarkable event stage, there is a switch to simple past.

In their commentary on *used to* and *would*, Celce-Murcia and Larsen Freeman (1999) cite Suh's corpus-based study of the relationship between the two forms and note that:

> In collecting many instances of spontaneous oral narratives with past habitual time references, Suh (1992) noticed that the temporally more explicit *used to* tends to mark an episode boundary or set up a frame for an habitual past event, whereas the more contingent *would* (or *'d*) marks the details or elaborates the topic. (p.169)

McCarthy draws similar conclusions in his examination of data from the University of Nottingham's CANCODE corpus, noting that: "The whole *used to + would* sequence may function as "orientation" . . . for a particular, one-off event or set of events" (McCarthy, 1998, p. 97).

The sequence McCarthy describes is evident in Bradbury's anecdote. We note that he establishes a "frame" or, as McCarthy prefers to call it, a general situation with *used to*: "I *used to* take her to movies" and then switches to the contracted form of *would* as he describes the habitual events within that frame: "we*'d get* to her house, she*'d open* the door and I*'d say*. . . ." Then, as previously stated, he switches to simple past tense when he begins to talk about the event itself.

Both McCarthy and Suh provide numerous examples of this pattern in use. It appears to be common in spoken English and when taught to students of EFL, can be used to structure reminiscence stories of their own. The next section will outline a classroom approach that I have used with both *senmon gakko* students and the adult intermediate students in the language school where I work.

In the Classroom: Introducing the Reminiscence Story

I usually introduce Bradbury's anecdote to students in the form of a split story. This approach, described in detail by Deacon (2000), involves telling the students a story, but stopping at a crucial point and inviting students to provide their own imaginative ending. Using Bradbury's anecdote, I stop at the point where Bradbury sees Betty looking up at him in the church. Students then work in pairs or small groups and try to think of a possible ending to the story. After a few minutes, they share their imagined endings with the rest of the class; I then distribute the transcript and we read it to find out what actually happened.

After this, the focus switches to the language itself and students complete some consciousness-raising activities (Willis and Willis, 1996) to enable them to notice and start thinking about the particular features of the pattern. I normally set two tasks to help students focus on *used to* and *would*. The first task is to answer the question, "Why does Ray use the word *so*?" (underlined in the dialogue). This task is designed to help students notice where the orientation ends and the remarkable event sequence begins. *So*, as it is used in this particular case, marks the boundary between these two stages. The second task is to take three coloured pencils or highlighter pens and mark all instances of *used to*, *would* (or *'d*) and simple past using a different colour for each of the three forms. This task focuses on how *used to*, *would* and simple past are distributed in the anecdote and how they work together to help structure the discourse. The visual impact brought about by the use of the three colours is designed to give the students a vivid and clear representation of this.

While the *used to/would* pattern is the feature on which I place most emphasis when I examine Bradbury's anecdote, I also like to draw attention to other features of Eggins and Slade's model, which are applicable not only to reminiscence stories but to a wide range of story types (see, for example, Jones, 2001 on their use in misfortune anecdotes). Attention can be drawn to the reaction stage with a question like "How did Ray and Betty react to the smooch?"—they fell apart laughing. Attention can be drawn to the *coda* by asking, "What does Betty say to round off the story?" The teacher should point out that, while the coda is optional, the orientation, remarkable event and reaction stages should be present in order for an anecdote to be effective. Teachers might also note how a dramatic tone may be given to reactions by the use of figurative language such as, in this case, *fell apart*, and also give or elicit alternatives such as "burst out laughing," "exploded with laughter."

All of us, teachers and students, can recall little episodes from our childhood or adolescent years about which we have stories to tell.

Consolidation and story production

As demonstrated in the preceding section, Bradbury's anecdote can be used as a vehicle for introducing reminiscence stories and the used to/would pattern. In order to give further exposure to and help consolidate the pattern, I then invite the students to examine a few more examples of the pattern at work. The following example is taken from McCarthy:

> <S01> When I lived in Aberdeen years ago erm we were in a cottage in the country my then wife and I you know and erm the people that lived there before *used to see* apparitions.
>
> <S 02> Oh.
>
> <S 03> Did they.
>
> <S 01> Yeah ten o'clock on a Friday night regularly they *would hear* somebody and they*'d be sitting* in the living-room watching telly and at ten o'clock every Friday they*'d hear* someone walking up the stairs.
>
> <S 03> Yeah.
>
> <S 01> They*'d go* out there and there*'d be* nobody there you know.
>
> (McCarthy, 1998, p. 97)

Students are encouraged by reading examples produced by their peers in other classes. Two simple examples are given below:

Example 1: When I was at elementary school, we *used to play* dodge ball. Every morning when the recess bell rang, we*'d run* down to the playground and (we would) divide into two teams. Then we*'d* try to throw the ball at the people in the other team. But I wasn't very good at dodge ball so I told my father and he offered to help me. So, every night I practised dodge ball with my father and soon I started to get better. Then I could enjoy playing with the other children.

Example 2: When I was a child, I *used to go* swimming in the river. My friends and I *would climb* a high rock and jump into the water. We *would* also *have* races and (we would) challenge each other to see who could stay under water

longest. Then one day, we heard that a child had drowned in the river. My mother told me I couldn't go swimming there anymore and, so, I had to stop swimming in the river.

Stories like the examples above can increase and strengthen students' awareness of how the pattern can be used in storytelling. The next stage is to start them working on their own reminiscence stories. First, I use the *used to + would* sequence to tell them one of my own stories. One, which I often use and the students appear to enjoy, is the story of the teacher with three birthdays (seen in the following text).

Teacher with three birthdays

<Bob> This is a story about a teacher who used to work at the same school that I worked at in England. And this teacher used to do three twelve-week courses every year. And in the second week of each course, he would do a lesson about horoscopes. And he would ask every student when their birthday was and then he would tell them when his birthday was. And he always fixed it so that his birthday appeared in the fourth week of the course. And then in the third week of the course, he would do a lesson about shopping. Everyone would talk about the things they liked to buy and he would tell them how he liked going shopping for his favourite brand of malt whisky. And then, in the fourth week of the course, when the students thought it was his birthday, he would always get a bottle of this particular brand of malt whisky. Anyway, this went on for about three years and then, one year, he was doing his course and in the second week he did the horoscope lesson and he told them when his birthday was and one girl put her hand up and said "Excuse me, but when I was in your class two years ago, you said your birthday was in October." And he sort of went, "Oh, yes, well, you see erm . . . yeah . . . I actually have two birthdays, you see, and er . . . ." Anyway, I'm not sure what happened with the other students, but I can tell you one thing: he ended up marrying that girl.

After telling this story, I distribute a transcript and ask the students to notice once again how *used to* and *would* are used in the story. Although my main emphasis is on the *used to/would* pattern, I also draw attention to other key features: the use of "anyway" as a boundary marker (cf. *so* in Bradbury's story); the teacher's reaction when he is finally exposed; and how drama is added by the use of direct speech and his bumbling "Oh, yes, well, you see . . . ." I also draw attention to the final coda: his marriage to the student.

In the final stage of preparation, I suggest some topics for students to consider. Two which work quite well are: a particularly strict or eccentric teacher they may have had during their elementary or middle school days, or a group of childhood friends with whom they used to get into mischief. I then allow them some time to think about the topic and, using a technique suggested by Susan Kay (2001), ask a few leading questions to help them to *jog* their memories and marshal their thoughts. If, for example, they opt for the teacher story, I ask them questions like:

- What was the teacher like?
- What were some of the things that he or she habitually did?
- Think about one particular incident involving that teacher. What did he/she do?
- How did you feel at the time? Did you do or say anything? (reaction)
- How do you feel about that incident now? (a possible coda)

For those who choose the mischief-making story, a similar framework can be proposed with the remarkable event focusing on some occasion involving an act of mischief that they particularly enjoyed or which went terribly wrong.

Conclusion

In this article I have attempted to describe the *used to + would* sequence as it occurs in spoken narrative and then suggest how EFL students might first be made aware of the pattern and then be encouraged to use it in telling stories of their own.

All of us, teachers and students, can recall little episodes from our childhood or adolescent years about which we have stories to tell. An important point for the language classroom is that when students tell such stories, they are using the language being taught to say something interesting about themselves. Swan (1985) comments that encouraging students to talk about themselves can provide a much stronger "basis for genuinely rich and productive language practice" than talking about "fictional characters in their course books" (p. 84).

In other words, we should not underestimate the valuable classroom resource that the learners' own life experiences can provide. I would add that giving our students the opportunity to reflect on their past in order to tell stories of their own, and focusing on features such as the *used to + would* sequence to help them do so more effectively, may have an added bonus: If they can be helped to appreciate that they have a stock of interesting stories which they can tell in English, they may feel more motivated to tell these stories to others outside the classroom. When that happens, we have truly done our students a valuable service.

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Position Announcements for JALT Journal

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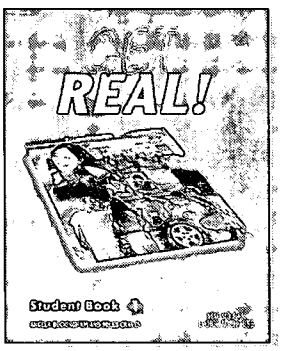

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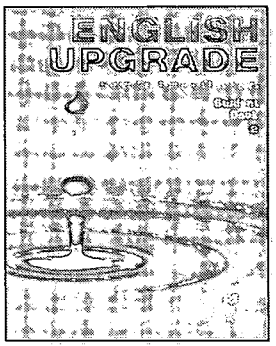

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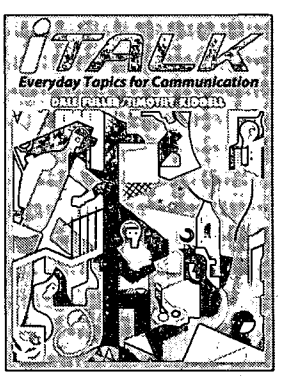

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The Never Ending Split Story of *Hand Over* and *Take Over*

本研究は日本と台湾の大学授業内における分割した話(split story)の活用法である。言語学習の中でsplit storyを利用する事の有用性と、学生がいかに興味を持って学べるかという過程をアクションログにおける生徒のコメントから輪証する。ログから学生は、split storyを利用する過程で自発的、又は他学生との共同作業によって自分達に合った学習方法を見出し、その学習方法を自分の中に"取り入れて(takeover)"いる事が判明した。例として上げた多くの学生の学習過程は、本来の我々の指導を学生がより豊かな発想を使って解釈し、利用した結果である。こうした学生の作業過程はニューズレターを通して他の学習者に紹介され、より多くの生徒の利用へとつながっている。

Canadian Makepeace & American Hedly: Split Story Part 1

On January 6, 1918, Canadian Makepeace was piloting his WWI plane over Germany at 1500 feet when many German planes appeared. His American copilot, Captain Hedly, did not see them. Makepeace went into a vertical nose-dive to save themselves. Hedly did not have his seat belt on and was pulled out of his seat and into the air because of the sudden descent.

You can imagine how your heart would be beating if you were racing straight toward the earth in an airplane as Canadian Makepeace was doing. And you can imagine how your heart would be beating if you were suddenly pulled out into the open sky from your seat in an airplane. How would you feel? What would you think? What do you think happened next? (Note: Student quotes are indicated with bullets.)

> —My parents said that they could hardly wait for listening to the ending of the story. When I told it to them, they said, "Wow! That's a good story!"

Introduction

In many classes, we attempt to *hand over* learning to students but often it fails to travel past the door. How can our teaching travel? How can we get students to *take over* what we attempt to hand over? In this article we will show how a community of learners can take greater control of their learning and in the process also make their teachers' teaching more effective. Two basic tools that allow this to happen are action logging and newsletters (described below, and in Murphey, 2001). The activity of split storytelling (Deacon, 2000) exemplifies the potential of these tools excellently because of the inherent natural appeal of storytelling, our identification with characters, our curiosity about what comes next, and our urge to find closure. Most of all, stories travel.

We begin below with a call for more learner autonomy in language classrooms. Then we describe the ideas of handing over and taking over. Next, we trace split storytelling through scaffolded activities that progressively allow students to take over the telling and share their ways of doing it with others. Along the way we allow students' comments from their action logs to illustrate their excitement and creativity and how these same comments can inspire new activities for the class.

Background

Recently, Leo van Lier (2000) has argued for an ecological approach to language learning and teaching, saying that, "[e]cological educators see language and learning as relationships among learners and between learners and the environment" (p. 258). In order for students to become more fully involved they need to assume greater control of their own learning and the learning community needs to become more flexible and open, involving, if possible, not only classmates but also family and friends. This appears to happen at first through motivational learning opportunities and through expanding learner autonomy until students take over the learning process. Our experience with storytelling, particularly split storytelling, has shown us how students can indeed take an activity and run with it, involving themselves, their friends, and families.

Our experience with storytelling, particularly split storytelling, has shown us how students can indeed take an activity and run with it, involving themselves, their friends, and families.

Van Lier also states that, "[i]f the language learner is active and engaged, she will perceive linguistic *affordances* and use them for linguistic action" (p. 252). An affordance is simply a possible way of using something or a possible advantage of its use. For example, the stopping of a story in the middle offers affordances to our students to act in a variety of ways. As educators, we merely need to notice what emerges by reading their action logs and then publish (publicize) these possibilities in newsletters so other learners can become aware of the affordances.

Swain (2000) has also noted that "For teachers, . . . what one intends to teach may only indirectly, if at all, be related to what is learned" (p. 112). The many variables involved in interaction can produce a myriad of opportunities and possibilities for learning—many surprisingly useful for language learning. Action logging allows teachers to become aware of some of what happens with activities such as storytelling. Then newsletters allow the sharing of these new ways of learning with the whole class. This is a kind of continual participatory action research (Auerbach, 1994) in which students and teachers participate greatly in the search for better ways to learn.

Handing Over and Taking Over

At the far end of the continuum are tasks that allow for neither imagination nor varied response that risk being too constraining. As Langer (1999) warns, "The teacher who tells students to solve a problem in a prescribed manner is limiting their ability to investigate their surroundings and to test novel ideas" (p. 121). Ideally, teachers would not just get students to do exactly what they want in a prescribed manner, but to invite students to make the activity their own activity. Thus, handing over is the invitation from the teacher to engage in a particular activity and taking over is agreeing to do it and to run with it. Taking over occurs more completely when students interpret the activity in their own way, creating new activities along the way.

To illustrate the above process, imagine that students are asked to listen to a story and then describe their favorite part. Another day they are asked to write their personal opinion to a story. Later stories might be told followed by requesting simply a comment, not specifying whether they describe a favorite part or give their opinion. As we hand over the choice to students to react on their own, they sometimes even do something new (taking over). Finally, with this expanding autonomy for doing what they want with their learning (Murphey & Jacobs, 2000) they at times relate novel ways of using the materials that others can learn from (for example, relating a relevant personal story as described below). This cycle of handing over and taking over between students and teachers will be illustrated using student reactions to our split story activities.

Split Stories, Action Logs and Newsletters

The split story technique involves telling a story at the beginning of a class, stopping at an interesting moment of suspense, and concluding it at the end of class. Students tend to go into a "curious state" after listening to the first part of the story and remain curious during the lesson until the conclusion of the story. (This is similar to certain novelists who end chapters at exciting moments to keep you reading and thus you have a hard time putting the book down. Likewise, many TV shows bring you to a peak moment just before the commercial so you won't switch channels during the commercials.) In subsequent classes one option is to delay the ending of the story from one class to the following class. When we used this technique, we soon noticed that many students demonstrated an intense need to share their own endings, reactions, and personal anecdotes that were triggered by our stories. Furthermore, they took the initiative and wrote about these observations in their action logs.

The authors regularly collect and comment on

student action logs. When a student writes about doing something new and helpful with the material, we put their comment in a newsletter, a page of anonymous student comments about recent class activities compiled by the teacher and then circulated among the students. The newsletters act as feedforward (Kindt & Murphey, 1999) in that they inspire more students to actually try the ideas out because they are coming from their *near peer role models*, that is, classmates that they can easily identify with. We sometimes try these new ideas in class or assign them for homework. The first time a student told us she enjoyed telling her mother the story we told in class, we put her comment in a newsletter and then later actually assigned it for homework.

Five Examples of Feeding Forward

We include below excerpts from student action logs from the academic year 2000 to give concrete examples of how students described what they were doing and how we followed up with activities. These activities were done mostly with conversation classes of about 30 students for 10 to 15 minutes a class. (Note: All bulleted text refers to student quotes.)

Example One: Student-generated endings

—End of story is interesting. I imagine but it's always different. So I love stories.

From the action logs, we found many students were completing the stories in their minds already. So, in response, we explicitly asked students to verbally share their endings in class and also to write their own endings for homework.

—When you stopped in today's story and asked us to think of an answer with our partners, my partner said, '. . . .' Then I thought what a funny idea she had. I never thought that way so that idea was really fresh for me.

—It is great fun to guess how the story continues and talk about it with partners.

Example Two: Student-retelling

—Your stories which you didn't tell the end excite me and repeating with my partner was the most important learning for me.

While we at first asked them simply to tell each other their imagined ending(s), several were also retelling the stories from the beginning and we found that this assured better understanding through negotiating meaning. It was also a fuller construction of the story for those that may not have understood it well the first time through.

—To teach others is good for my improvement of English. When I teach my partner, I can know my comprehension and I am taught by him or her.

—One thing I learned from this class is that when I help my friends, I can learn from them too and that helps me a lot. For example, when we retell stories with partners, we help each other and finish the story. When I finish retelling the story, I feel very happy.

Example Three: Personalizing the stories

—Today's story is sad news. I had a similar experience when... .

At one point many students began sharing their own related stories and were reacting in detail to what the stories meant to them personally. Thus, we encouraged all students to share what the stories reminded them of in their own lives and to use their own personal reactions and anecdotes as another step.

Handing over is the invitation from the teacher to engage in a particular activity and taking over is agreeing to do it and to run with it. Taking over occurs more completely when students interpret the activity in their own way, creating new activities along the way.

—Your story when you were a university student is very easy to understand and accept. Everyone has such a story and can say "Oh, I see," easily. When I was in high school . . . .

—You told us a Christmas story today and that reminds me of my Christmas story . . . .

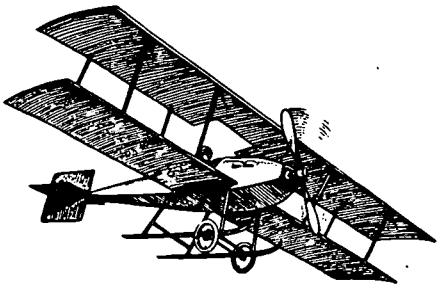
Example Four: Increased utilization of split story newsletters

—I would like to know what other people thought. Please make a piece of paper [newsletter] that confirms what other people thought.

Over the last few years, we have observed that students sometimes exchange their action logs and read each other's split story reflections. Thus, we asked everybody to exchange logs a few times. We also started putting more of their comments on split stories into our newsletters that contain comments about other activities as well. Both passing the logs around and making newsletters can be beneficial in different ways. Reading someone's journal directly

offers immediacy, while the newsletters allow the teacher to distribute a good idea to everyone.

—I enjoyed reading [the last Newsletter] as usual and was interested in "Split Story comments" in particular. It seems that most of the students told the story and asked questions to their family. I think this is really good because my family can know what I did today.



—Not only students but their families are looking forward to listening to the story. As the Newsletter said, it's good to know what I did in class for my family. And we can share interesting stories and time.

Example Five: Deep impact and learning from the wider community

—I learned that believing in myself is important in today's story.

A deeper processing of the stories was usually assured by students shadowing and summarizing the stories and writing about them in their action logs and reading further about them in newsletters (Deacon & Murphey, 2001). Some discovered meanings that applied more generally to themselves as human beings. We were pleasantly surprised when a few of our students said they were telling the stories to their friends and family. So we asked everyone to share the stories with a few others outside of the class and to report back to us. Amazingly, telling the stories to family and friends even seemed to improve relationships. They were beginning to 'perceive greater value' in their learning due to its usefulness outside of class as a topic of discussion and for the new ideas that the stories presented. Students even reported what listeners outside of class said and these were sometimes included in the newsletters. Thus, the stories were traveling and students were bringing new knowledge to the class.

—Both my mother and father laughed at the story. And my father hardly laughs at what I say. I was so surprised.

—After my friends [that I told the stories to] knew the answers, they smiled and said, "You are happy because your teacher tells you such interesting and funny stories. Your environment of studying in university is really good. In my university, there are no teachers who give us funny stories and make us enjoy. I envy your class." So I became happy.

—My mother and sister laughed at this story and said, "We are satisfied with this story's end. We couldn't expect such an ending." Your story is fun and useful. I want to tell them to many people.

The above five examples of student comments being used by teachers to create activities shows how we were attempting to take emerging activity from the group and hand it over to the group more energetically in our class activities, newsletters, and assignments. In doing so, we are capitalizing on the distributed cognition of the group and creating peered dialogues of a shared activity (Murphey, 2001).

Conclusion

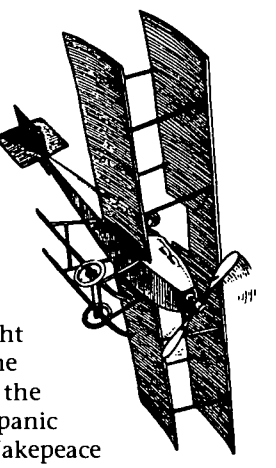
In this article we focused on how our students gained control of and took over the process of split storytelling. Through action logs and newsletters, we were able to monitor the many ways students learned to share these ways with other learners. These processes also extended the learning community to students' friends and family. Thus, we became more aware of the processes of handing over and taking over and how they influence one another ecologically in a never-ending story of collaborative learning for everyone involved. In other words, the learning traveled.

On that note, let us return to our story of...

Canadian Makepeace & American Hedly: Split Story Part 2

And so, there was Canadian Makepeace heading straight for the ground in a nose dive in his open cockpit WW1 plane, and there was the American Hedly who was pulled out of his seat at 1500 feet, in the wide open sky.

Makepeace glanced around and gave Hedly up for lost. He finally leveled off after several hundred feet of diving. Then an amazing thing happened. Hedly landed on the tail of the plane. Apparently he had gotten caught in the suction of the plane going down. He had had the presence of mind not to panic (too much!) and when Makepeace



slowed and leveled off he grabbed hold of the tail. Slowly he climbed back into his seat. They flew back to their home base safely. Can you imagine what Hedly said to Makepeace back at the base? I bet you can! (Adapted from Naruse, T. (1984). News to Amuse You. Tokyo, Taihei Publishing.)

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Tim Murphey is presently researching Vygotskian scaffolding, near peer role modeling, shadowing and inner speech, and systemic applications to SLA, teacher education, and educational change. He has books with Longman, OUP, Peter Lang, and MacMillan Languagehouse and assorted articles you can access on his homepage: <http://www.ic.nanzanu.ac.jp/~mits/>.

Brad Deacon is currently researching learning strategies and ways to take advantage of storytelling for second language learning. He is a recent graduate from the MA in TESOL program at The School for International Training in Brattleboro, Vermont.

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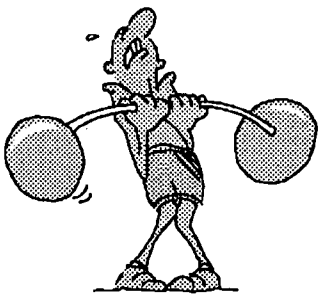

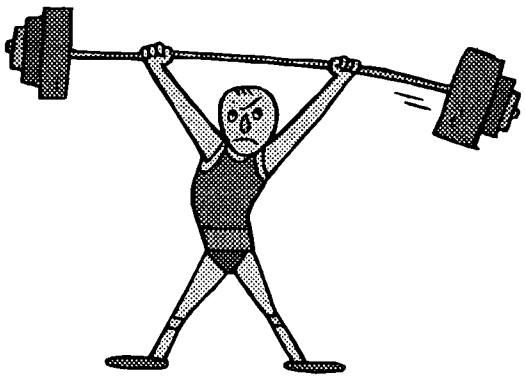

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Sato Kazuyoshi
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Contagious Storytelling

本稿は、大学の英語のクラスにおいて教師が個人的な経験を語ることが学生にどのような影響を及ぼすのかについて研究したものである。最近、"教師の語り"についての研究が注目を浴びている（Bruner, 1996, Martin, 2000, Witherall & Noddings,1991）。しかしながら、実際、教室において教師の語りが生徒の学習にどのような影響を及ぼすのかについては、ほとんど明らかにされていない。学生が書いたアクション・ログを中心にデータを収集し、分析した。その結果、教師の個人的な語りが学生の自主的な語りを促し、教師がまた学生に触発されるという関係が明らかになった。さらに、生徒の声をクラスの仲間と共有させることは、協力的な学習集団を形成するとこに役立つことが分かった。

The other day I told my colleague about the most exciting class I had last year. It was my content-based instruction class on Australia. I enjoyed teaching it mainly because I had learned a lot from my students. In particular, I learned about how my personal storytelling could motivate my students to speak up and get them curious about the topic. They taught me how important it was to share stories with one another through their comments, their excitement, and their requests for more stories.

This article focuses on the impact of my personal stories on students in a content-based language teaching class in a Japanese university. Recently, classroom research on the teacher's use of narrative as an instructional strategy has gained greater attention (see Bruner, 1996; Martin, 2000; Witherall & Noddings, 1991). Martin (2000, p. 349-350) claims that "[t]hrough the mutual sharing of stories and the construction of a social self within the classroom students and teachers can be motivated to explore alternative interpretations to classroom material and experience (Bruner, 1996)."

In other words, teachers and students can create new relationships "through teaching and learning interactions and communication" (Martin, 2000, p. 350). More recently, in the field of applied linguistics, second language acquisition research has begun to take into consideration social, institutional, and classroom contexts where learning and teaching take place (Kramsch, 2000; van Lier, 2000). However, little research has been done which documents how the teacher and students interact through storytelling. This study attempts to describe the interactions not only between the teacher and students but also among the students.

Course Description and Data Collection

I taught a course entitled "Australian English and Culture" to 55 first-year English major students (38 women and 17 men) during the spring semester of 2000. Students met once a week (90 minutes) and 13 times over the semester. The course outline, which is given to the students, includes the following goals:

> This course aims to foster your understanding of Australian English and culture through authentic materials such as TV commercials, newspapers, and films. You are expected to develop your communication skills in English through various activities such as pair-work and group work. You are encouraged to participate in a discussion from your perspectives, compared with Japanese culture. Furthermore, you are assigned to do mini-research on your favorite topics about Australia in a group and make a presentation.

Students wrote action logs (see Woo & Murphey, 1999) after each class, which included the date, their English target (the percentage of how much English they want to use in class) and English used (the percentage of how much English they actually used in class), *today's partner*, and evaluation of each activity by using an *interesting* and a *useful* scale, comments about what they learned and liked, and new information about Australia (they were supposed to find a new piece of information every week). Students shared their comments and new information based on their action logs during pair-work in the next class. It was one of the main activities to facilitate dialogue and was recycled in every class. Action logs were collected every other week and returned to the students with the instructor's comments. Moreover, newsletters were made from their comments in their action logs and delivered in class in Weeks 3, 7, and 11. Students enjoyed reading the newsletters. They seemed to be happy when they found their comments in the newsletter. In Weeks 5 and 9, students exchanged their action logs in a group of four in class and read their classmates' comments and information about Australia. As a result, they started to write more comments, looked for more information about Australia, and used more English during pair-work.

Besides participatory classroom observations, students' comments from action logs were the main source of data. In addition, three newsletters, comments from nine reading assignments, and self-evaluations students wrote at the end of the course were included in the data collection. Inductive approaches were employed to analyze the qualitative data from written documents. I read the data carefully and repeatedly, searched for patterns, and interpreted the data so as to discover tacit rules (see Glesne & Peshkin, 1992).

Results

I told four stories during the course. These were: a) self-introduction; b) my mistake story; c) my Australian student's story; and d) my experience in Sydney. These stories were not planned originally and were instead developed spontaneously. Noticing that students were highly engaged after my first personal story, I introduced others. In other words, I responded to my students' requests to hear more stories. Below is a more vivid description of what happened in the classes.

Self-introduction

At the beginning of my first lesson, I introduced myself and talked about why I decided to go to Australia and what I did there. After that, I asked students several questions in English. I noticed that students were nervous in class. As I introduced myself with some jokes, they seemed to relax and pay attention to my story. Comments from students' action logs documented their feelings in the first lesson (quotes uncorrected).

> Yoshi's experience in Australia made me excited. After his speech, he asked some questions about him. All of the students who are asked could answer correctly. I think the students of this class have good skills of English. I must study hard to catch up with them. (Yumiko, AL- 1)[1]

> I was worried a little and also was looking forward to come to this class. I got surprised because even through you're Japanese you taught class in English at first but I like the way you teach. It'll help our English skill to improve. I was pretty interested in your self-introduction. I enjoyed tutoring Japanese while I was in Canada, so I'd like to know how you became a Japanese teacher in Australia and stuff more. Maybe you can tell me more in class? (Mari, AL-1)

My mistake story

After the third lesson, I noticed that a few students often used Japanese during activities. I did not want to force them to use English because I wished to maintain a relaxed atmosphere in class. In the fourth week I decided to introduce stories of making a lot of mistakes in America while trying to learn English. For example, when I went to America as a college student, I asked several people, "How can I get a bus to Hollywood?" I could not understand what people said and continued to ask other people for directions. Finally, one gentleman said to me, "I will drive you." I thought I was lucky. Then, I got in his car. While driving, he suddenly asked me, "Are you a homosexual?" I was very embarrassed, but he kindly dropped me off in front of the Chinese Theater. Here are some comments from students' action logs following my telling of this story.

> Today Yoshi said "Many mistakes in English are OK." Japanese people are often shy. So we're afraid of mistakes, but I think foreigners don't like being shy. So Japanese people should be more active, and I want to be more active without being afraid of mistakes. (Kenji, AL-4)

> In today's class, "My story" interested me very much. You said "Nobody [can] jump each stage." I'm encouraged by your story. I was filled with anxiety, because everyone in my class seemed to speak English very well, but I can't speak at all. However, I don't feel so. I respect your fighting spirit. It is difficult to put ideas into action. In spite of that, you went to America and learn English. It is great. (Kanako, AL-4)

Quite a few students responded to my mistake story. They seemed to be encouraged by my story.

Moreover, I learned that they were able to capture what I intended to say—making mistakes is a natural step to improve communication skills in the target language. Thus, students perhaps learn better through an example and demonstration in a story than being lectured explicitly and directly.

I wanted to share these valuable comments with other students in class. So, I created a newsletter out of students' comments. It was one or two pages with some pictures that students had drawn. Students enjoyed reading classmates' comments in the newsletter, and many were happy to find their own comments. Students started to write more comments in their next action logs. More interestingly, they began to share their personal experiences, particularly in Australia, spontaneously.

> When I went to Australia, I went to Australian school almost every day. My Australian teacher taught us about Australian English such as "Good day, mate," and I saw postcards that is written "Gooday, mate" there. I'm very interested in Australian culture, so I really happy to learn Australian language, so I hope I can learn it more next time. (Tomomi, AL-5)

> When I went to Australia, my host family was from Peru. Father was a American, Mother was a Peruvian. They spoke both English and Spanish very well. I was surprised!! (Masashi, AL-5)

> I know the Japanese is the most popular foreign language in Australia. When I went there, many children and friends gave me letter in Japanese, and they tried to speak Japanese! Australia is interested in Japan. (Sayuri, AL-5)

I learned that storytelling had a reciprocal effect on students. These students also shared their wonderful experiences with other students in class.

My Australian student's story

After noticing the powerful effect and rich feedback from students by sharing my learning experience, I decided to introduce another story about one of my Australian students in Week 6. Brad, one of my students in my Japanese class for beginners at Griffith University, tried to find opportunities to actually use Japanese outside of the class. Also, he travelled around Japan hitchhiking toward the end of his second year. Students responded to the story in their action logs as follows:

> I really enjoyed your student's story. I think Brad is very active in learning Japanese. He tried to make use of any chances as possible as he could in Australia. That's why he could get a big chance to be a teacher [of English] in Japan. I don't want to miss any chances to be with English, I 'd like to broaden my outlook little by little. (Tsutomu, AL-6).

> I thought "learning Japanese" and "learning English" is same. I have to use and make mistakes. I must not [be] ashamed of making mistakes. (Reiko, AL-6).

> I was interested in Yoshi's student's story. He looked for chances to use Japanese and found them. So he could improve his Japanese very well. And I think if I have will and try hard I can do anything. (Aya, AL-6).

After this story, I noticed quite a few students tried to find opportunities to use English outside of the class. Some students spoke to exchange students from Australia and Australian teachers. Others got in touch with host families they had met in Australia.

> I was happy to know many Australian English. After the class, I met my friends of foreign students from Australia and tried those phrases. They could understand me! They also advised me not to use "Ta!" It seems like a rude vocabulary word. It is right? (Chihiro, AL-6)

> I'm looking forward to the Olympic. My Australian teacher said that swimming team of Australia is strong! (Yuki, AL-6)

> Your student's story was so fun. It was good to use Japanese outside of the class. Sometimes I talk with my host mother over an international telephone. And I work part time at Japanese-style restaurant. Last Tuesday, we had customers from South Africa. I made a companion for them because other waitresses couldn't speak English. It was good for my speaking practice. (Tooru, AL-6)

These students seemed to be inspired by my storytelling and tried to emulate my Australian student in their own ways (see Kusano, 2000).

My experience in Sydney

Toward the end of the course, I introduced a fourth story about my experience in Sydney. I went to see Mardi Gras—a parade in celebration of the first protests against discrimination against gays in 1978. One student wrote a comment as follows:

> Today's "My story" was very interesting. I have watched a gay parade on TV. Some people are joining a parade in a fancy dress, aren't they? Australia has multiculture. But I think Japan is a multicultural country because Japanese people celebrate Christmas though they aren't Christian. It's very strange. They are easy to accept many kinds of cultures. (Miki, AL-11)

Students' comments such as this showed that my personal stories served as a catalyst to promote dialogue in class.

Students became more interested in Australia as

they shared information with one another. Some students also compared Australia and Japan critically, and deepened their cross-cultural understanding.

> I was very surprised that if Australians don't go for voting, they have to pay some money!! I couldn't believe it, but if Japanese voting systems adopt this Australian voting systems, more and more Japanese people vote. (Hiromi, AL – 8)

> I'm dissatisfied with the Howard's comment in a radio interview—he should have reflected on what the government had done, and made an apology for the Aborigines. We also have racial problem in Japan such as Koreans, the Ainu, and foreigners living in Japan. It could happen that those people seek formal apology from us. (Ippei, Reading Assignment 9)

Thirteen weeks passed very quickly. Students had little knowledge about Australia at the beginning of this course. However, they searched for new information by themselves and collaborated for the group project. Almost every student wrote that they enjoyed the class in their self-evaluations. A majority of them wrote that they wanted to hear more about my personal stories. One student commented:

> Today we listen to the final song. After it I felt sad. I don't know the reason. Perhaps I like this class. I don't want to finish this class. Always, when the Friday morning come, I come to school early, I looked forward to doing something in this class, for example, what song we will listen, what story the teacher will talk, and who are my today's partner, etc. I didn't have the same feeling in other class. I learned many things in this class, and I got many friends in this class. Thank you, Yoshi. (Masako, Self-evaluation)

Conclusion

I have learned that my personal stories served as catalysts to create a collaborative learning environment. Stimulated by my stories, students told their own experiences reciprocally, changed their beliefs about mistakes, and started to use English outside the classroom. Sharing personal experiences, comments, and new information with one another through pair and group work, they learned not only from the instructor but also from classmates. Finally, they deepened their cross-cultural understandings by comparing Australia and Japan critically.

Through this classroom research, I was conscious about breaking the ice in my learning environment, in particular, at the beginning of this course. However, it was not until I told my mistake story to students that I became aware of the impact of storytelling and the importance of learning from students in foreign language classrooms (see also Sato, in press). Students were interested in how I learned a foreign language. Receiving specific feedback from students in their action logs, I revealed my personal stories one after another to facilitate further dialogue in class. It was my first attempt to have used personal stories. As I shared my stories with students, they reciprocally shared their own stories. Moreover, they wanted more stories from me. Storytelling had a contagious effect on both the teacher and the students in the classroom. It triggered the telling of students' stories and inspired them to use English outside of the class. I agree with what Weinstein (2001) has noticed: "I've come to believe that teachers are also learners, who learn best when they have a chance to share their own stories" (p. 7).

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Note

1 All names are pseudonyms; and the codes AL-1 for instance indicate Action Log No.1.

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Re-Reading Gender: Fairy Tales and Language Learning

おとぎ話は単に児童文学の一部というだけではない。それどころか、私達の想像の世界の主要な部分を占め、現実世界についての多くの事を教えてくれる。またそのストーリーの中に、社会的役割に影響を及ぼしまたそれを強固なものとする、ジェンダーのとらえ方についての説得力のある教訓を刻み込んでもいる。この論文では、おとぎ話を利用した幾つかの授業案を述べる。おとぎ話を使うのは学習者に、おとぎ話を聞くのを楽しみ、それを再び語るための言語学的な援助を提供するためであり、また、最初は暗にではあるが、その中でどのようにストーリーとジェンダーの表現が構築され、他の物語や私達の生活に再現されているのか、ということに対する批判的な気づきを学習者に伝えるためである。

If you'll keep house for us, cook, make the beds, wash, sew, and knit, and if you'll keep everything neat and orderly, you can stay with us, and we'll provide you with everything you need.

—The Brothers Grimm, "Snow White," (Grimm & Grimm, 1857/1992)

Introduction

Fairy tales are not just a part of children's literature; rather, they are a central part of our imaginative world, and tell us much about the world we live in. "We remember," says Alison Lurie, in her introduction to *The Oxford Book of Modern Fairy Tales*, "and refer to [fairy tales] all our lives; their themes and characters reappear in dreams, in songs, in films, in advertisements, and in casual speech: We say that someone is a giant-killer, or that theirs is a Cinderella story" (1994, p. xi). Fairy tale representations of invisible fathers and monstrous mothers, obedient beauties and handsome princes also inscribe powerful messages about gender construction within their narratives.

Animated movies may now often be a child's first experience with fairy tales, and Japanese university students are probably more familiar with Walt Disney's versions of Charles Perrault's "Cinderella," the Grimms' "Snow White," or Hans Christian Andersen's "The Little Mermaid" than with the originals. However, in terms of their gender roles, Disney's animated fairy tales have taken the cue, for example, from "Snow White" and made their popular heroines not only good-natured beauties, but also given them a flair for housekeeping.

By critically analyzing either the traditional print versions or the popular film adaptations, fairy tales can serve to not only facilitate language acquisition and story-telling skills, but also raise awareness and provoke discussion of cultural assumptions about beauty, and the construction and performance of gender roles. The three sets of activities described below flow together in a scaffolded attempt to introduce students, implicitly at first, to a critical awareness of how the stories and the gender representations within them are constructed and recreated in other stories and in our lives. The first and second sets of activities ask students to critically question the accepted stories that we are told and often unknowingly seek to live, and then to investigate the varia-

tions and alternatives that are present in our own lives and minds. The final set of activities asks students to practice assuming the voices (or the words) of others as they empathize with different ways of being in the world (Gee, 1996). It then pushes students to explore their deeper values through unconventional and, at first, taboo forms of love.

One: *Snow Night* and *Snow White*

The focal point of the first set of activities is to examine different versions of the same fairy tale and, in the process, begin to critically question the accepted stories we consider definitive. "Snow Night" is based on a feminist revision by Barbara Walker of the well-known Grimm fairy tale "Snow White" (Walker, 1997). In her brief introduction, Walker notes the vilification of the queen in the traditional tale because the queen resents being less beautiful than Snow White. Walker then proposes a version of the stepmother that may be more true to life.

In Walker's version, Snow Night remains a beauty, but her stepmother, the queen, is represented as wise and intelligent as well as beautiful. The stepmother consults her magic mirror daily, as in the traditional tale, not for the purposes of vanity, but rather "to understand truth, justice and wisdom." It is the male character, Lord Hunter, who has his sights set on marrying Snow Night, and attempts to provoke a rivalry between the stepmother and Snow Night. However, the queen refuses to be drawn in. Appalled by his suggestion that she might have Snow Night killed and thus become the most beautiful woman in the kingdom again, the queen engages the services of a helpful witch and hires the Seven Dwarves to watch over Snow Night and protect her. Eventually, Lord Hunter attempts to force his attentions on Snow Night, but his plans are disrupted by the dwarves who tie him up and carry him off as a prisoner to Dwarfland "where it is said he wrote a quite different version of this story!" In this version, Snow Night virtually disappears from the story as Walker concentrates on the wise and clever queen and her conflict and subsequent victory over an evil male antagonist.

This cycle of activities begins with one student in each pair receiving a copy of "Snow Night" and the other a copy of "Snow White." Students begin by reading their version to each other and marking the differences in the narrative. Pairs can check their answers with other pairs. The next activity combines character and language analysis as students look for adjectives used in the story to describe such characters as the queen, Snow White (Snow Night), Lord Hunter, or the dwarves. Students can contrast the depiction of the characters in the two versions by comparing the different adjectives used.

Another interesting activity, which is possible even with relatively low-level students, is for students to retell the story from another perspective by switching genders and making Snow White a man or Lord Hunter a woman. Students can practice summarizing by rewriting the story. Gender switching adds a more critical and imaginative edge, and prefaces a more critical discussion activity for more advanced students. Gender-based discussion questions could include the gender roles of the characters, their relationships, and the degree that they are stereotypical or unrealistic. Literary-oriented questions could consider how popular contemporary versions that reinterpret fairy tales reflect how and why society makes new lives out of old stories (Tatar, 1992), and also explore the significance of the gender of the author.

Two: *Cinderella* and *Pretty Woman*

This cycle of activities prepares students for a sustained exploration of gender roles in versions of the fairy tale "Cinderella." Beginning with another communal retelling based on the Disney video, students move to a comparative examination of the story in another film version of the fairy tale, *Pretty Woman*, and trace the common features of the story. From oral or written considerations of the plot, teachers may wish to move class discussions to more critical examinations of character and gender representation.

Fairy tales can serve to not only facilitate language acquisition and story-telling skills, but also raise awareness and provoke discussion of cultural assumptions about beauty, and the construction and performance of gender roles.

The story of Cinderella offers another familiar configuration of the evil stepmother and her ill-use of the beautiful stepdaughter. Although Disney has a reputation for sugarcoated stories and inevitably

happy endings, Maria Tatar notes that Disney versions of both "Cinderella" and "Snow White" have "intensified maternal malice while placing a premium on physical beauty as a source of salvation" (Tatar,1992). Cinderella's skill at juggling assorted domestic duties and still looking attractive is a trait borrowed from the Grimms' Snow White.

This group of activities begins with a retelling based on the Disney video. Students must carefully focus on the story to provide a good foundation for discussions of character and plot that follow. In the first of the two 90-minute periods needed for this activity, divide students into about seven to ten groups, and assign a 7-10 minute section of the 70-minute film to each group. Have each group be responsible for taking notes in order to retell their assigned part of the movie. Then, while all the students watch the first part of the movie, members of the first group will be taking notes. Using the English-captioned movie version easily provides such necessary vocabulary as "fairy godmother." The teacher needs to keep track of time in order to pause the video at the end of each section, to allow the group to briefly consult with each other, and to let the next group get ready to take notes. After watching the entire film, students work together in their groups to compare their notes and construct their part of the story for retelling in the next class. This individual writing activity can be done as homework.

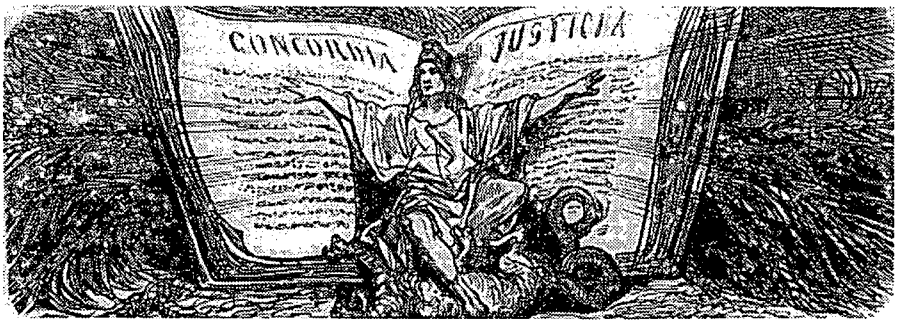
In the next class, the students retell the story. Depending on their level and confidence, this can be done in a variety of ways. For low-level classes, the teacher can edit the stories for accuracy and ease of understanding. It is possible to have each student simply read their small part in turn to the class. Another option is to try this as a jigsaw activity, one member from each group is allocated into a new group, and retells their group's complete part to that group. It is also possible to tape the story, as students are always very eager to listen to their collaborative retelling.

As an alternative to writing the story, while watching the movie the groups of students can draw images that will remind them of the story. At the end of each movie section, have the members of each group pool their images and allow them to check for omissions and discrepancies. Give students time to redraw their images for homework. In the next class, the members of each group can practice retelling their group's part of the story within their group. Then together as a class, a communal, illustrated version of the folktale is performed. These images can then be used to reflect about gender stereotypes in fairy tales, becoming all the more powerful because they were generated by the students themselves. Particularly, the tendency for students to accentuate the physical gender characteristics should be recognized. This is particularly evident if you quietly ask one group to reverse the gender roles of the characters that they are drawing.

Asking the students to reverse the gender of the characters as they retell the story will remind them of the stereotypical basis of many stories.

The next activity focuses more closely on the representations of gender depicted in the different versions of the Cinderella story. In the next class, have students watch *Pretty Woman* and compare it with the Disney version. Specifically, ask them to identify some of the key figures and plot devices of the Cinderella story in *Pretty Woman*. For example, in the movie, who is the stepmother or the ugly stepsisters, who is the fairy godmother, what are the conditions of the magic spell, and what is the glass slipper? Notice that the housekeeping that is crucial to the plot of Cinderella is replaced by a lack of social etiquette in *Pretty Woman*, both illustrating the coarse daily life of the central character. Moreover, students' previous romantic views of Cinderella are somewhat tempered by the role that money plays in both versions of the story, and the superficial conditions, such as a pretty dress, which significantly alter the way a woman is treated.

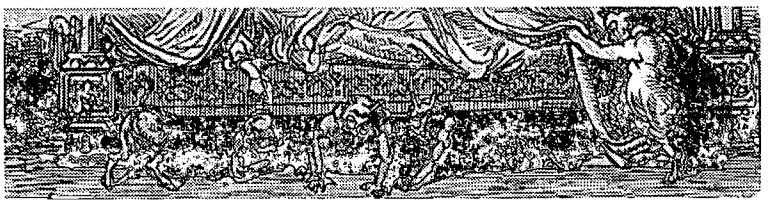
It is necessary to note that in *Pretty Woman* gender roles are more complex, with the *good girl* being a *bad girl*, for starters. This complicating of the good and bad is not new, of course: Mary Magdalene has been depicted as a whore with a heart of gold. Regardless, it creates a greater complexity to the straightforward



depiction of goodness as a saint in an apron. In terms of gender roles, also compare the films for villains. Atwood has observed that in fairy tales "there are never any evil stepfathers. Only a bunch of lily-livered widowers, who let [their new wives] get away with murder vis-à-vis their daughters" (1994). Once again, asking the students to reverse the gender of the characters as they retell the story will remind them of the stereotypical basis of many stories.

Three: *Beauty and the Beast*

This final cycle of activities begins, as always, with language practice. In this case, students view a scene from the film *Beauty and the Beast*, and then perform the script as voice actors, thus honing listening, providing practice in practicing intonation, and improving fluency. A critical dimension is introduced through a comparison of the stories of "Cinderella" and "Beauty and the Beast," and their depictions of gender and explorations of alternative love stories. The idea of growing to love a physically unlikely partner is one that many students find fascinating and will look forward to discussing.



This round of activities begins with a voice acting activity, which lets students focus on language and vocabulary, and gives them a chance to read the words aloud at "native" speed. For this activity, two short scenes are chosen from the Disney film version of the fairy tale. The first is early in the film, when Gaston, the handsome village he-man, and another hunter, first talk to Belle; the second is when Belle is ordered to join the Beast for dinner. Using transcripts, and, if possible, English captioned video, give each student in class a line or two to read aloud. For example, one student might read Gaston's part, "It's not right for women to read. Soon they start having ideas and thinking..." and the next Belle's reply, "Gaston, you are positively primeval," followed by another student saying Gaston's "Why, thank you. Hey, what do you say you and me walk over to the tavern and have a look at my trophies?" Because most of the lines are not very long, or can be divided up into manageable sections, this kind of activity can be used at any level. After giving each student a part, have them listen to the video carefully and model their lines on those delivered by the characters in the film. Have them practice the lines, reading for expression. Be sure to help them with sound reduction so that they can say the line as quickly as possible without losing the intonation. Then, play the video without sound and have students supply the voices. The first time students may be nervous and not quite ready for the speed of the video, but, after a couple of tries, success is possible, and the elated roar of the class at accomplishing the communal reading aloud makes the student performance very satisfying.

Oral discussion of these gender roles may be most effective at the intermediate-level or beyond. Discussion can begin by drawing attention to Belle's name, which means "beautiful" in French, and marks the importance of a fairy tale heroine's physical attractiveness. As Gaston explains, Belle "is the most beautiful girl in town—that makes her the best." Physical attractiveness is also associated with the first of three roles generally offered women in fairy tales and in life: maiden, mother, and crone (old woman). But along with being beautiful, Belle has a penchant for reading rather than for clothes or housework, and her lack of interest in the town's vain Adonis gives the inventor's daughter a reputation for weirdness. In addition to examining women's roles, Gaston and the other men in the village, including Belle's father, suggest how masculinity is constructed.

The relationship between Belle and the Beast, however, is perhaps the most interesting one to discuss. The frightening appearance of the Beast is a counter-image to that of Gaston, the village hunk. The Beast's lack of sensitivity and volcanic rage hide his own despair at his predicament and also make it seem impossible that Belle could ever tolerate his presence, let alone love him. This relationship is an alternative to the Cinderella story, not just in the sense that the handsome prince can be homely with a beautiful heart, but as a different kind of fairy tale: about inter-racial or cross-cultural love. Try having students read this story about finding love by learning to trust and reveal secrets, and braving social opposition together. And be sure to point out that the happy ending, in which the Beast is transformed into a handsome prince, does not nullify the radical nature of the narrative; rather, it reinforces it. This is not a story about love at first sight, or the idea of a beautiful young woman and a handsome wealthy man as an ideal marital combination. Instead, it suggests that change comes from being loved: that all of us are better when we are loved. What appears to be an impossible, "monstrous" relationship can prove as loving and fulfilling, and beautiful, as any other. *Beauty and the Beast* bristles against the constraints of destiny-scripts, which confine men and

women to prescribed gender and social roles, and relaxes the rules of romance enough to imagine many versions of happiness. The movie *As Good As It Gets* is a contemporary retelling of this fairy tale. And certainly the currents of desire that draw a language learner towards another culture suggest that our need for other stories and stories of the other is not just the stuff of fairy tales.

Conclusion

These activities which explore fairy tales using a variety of media are powerful and motivating for both language practice and evaluating gender roles. They suggest that no definitive versions of fairy tales exist and imply that language itself is open to adaptation. Just as *Cinderella* and *Pretty Woman* are versions of the same story, students too can adapt fairy tales. In *Language Play, Language Learning*, Guy Cook (2000) notes the large amount of time that adults and children devote to imaginative characters, situations, and events, and suggests that for language learners, the act of listening to and telling stories aids language acquisition, provides insight into interpersonal relationships, and creates a common pool of knowledge for allusion and discussion which forges affiliations and group solidarity. But even more, he emphasizes fiction's ability to liberate language and thoughts and encourage greater flexibility in terms of both classroom and wider social interaction: "Imaginary worlds allow experimentation with possible eventualities which the mind, locked in its routines, might otherwise not have seen" (Cook, 2000). Thus fairy tales are powerful and accessible narratives which relax the rules of entry into a new speech community by offering language students accessible language and common cultural ground rich in memorable language and vivid images from which each student can derive his or her own personal linguistic and imaginative relationship.

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A Few Resources to Keep in Mind

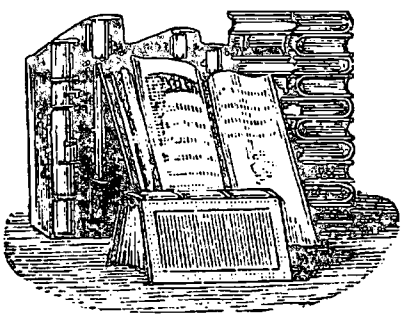
Robert Croker
Nanzan University

Analysis of Narrative Structure and Language
Analysing Casual Conversation, by Suzanne Eggins & Diane Slade (1997). London: Cassell. 333 pages.

Stories of life's experiences often crop up in casual conversation. We tell stories about how we overcome problems, amusing things that have happened to us (or to those close to us), or sometimes we tell stories to illustrate a point made in discussion. In chapter six of this book, "Genre in Casual Conversation: Telling stories," the authors identify four different types of stories and describe some of their structural and linguistic features. The insights they give are very helpful to teachers who want to teach their students how to tell stories more effectively. (REJ)

Spoken Language and Applied Linguistics, by Michael McCarthy (1998). Cambridge: Cambridge University Press. 206 pages.

Although this book is not about storytelling per se, there are several sections that are of interest to the conversational storyteller. Areas dealt with include verb patterning in stories and frequently heard lexical phrases. The final chapter, "So Mary was saying" deals with how we typically quote others when telling our stories. There are many interesting insights to be gained here for the teacher who wishes to convey some typical aspects of conversational storytelling to the students. (REJ)



Exploring Spoken English, by Ronald Carter & Michael McCarthy (1997). Cambridge: Cambridge University Press. 160 pages.

The first three units of this book contain examples of stories transcribed exactly as heard in conversation. The authors give detailed line-by-line notes on linguistic items which occur in these stories. Topics range from dangerous childhood pranks to the story of a bad-tempered housewife who struck terror into all the local shopkeepers. The material is taken from Nottingham University's CANCODE corpus, and there is an accompanying cassette. (REJ)

How to Improve Your Storytelling Skills
Improving Your Storytelling: Beyond the Basics for All Who Tell Stories in Work or Play, by Doug Lipman (1999). Little Rock: August House. 219 pages.

This is an excellent resource for all teachers who use narrative in their classroom. Chapters range from the use of language and imagery to exploring the meaning and structure of stories and how these can improve the effectiveness and impact of your storytelling. This book will help you to become an excellent story teller. Another must-have for all teachers. (RC)

"Did I Ever Tell You About The Time...": How to Develop and Deliver a Speech Using Stories that Get Your Message Across, by Grady Jim Robinson (2000). New York: McGraw-Hill. 241 pages.

Good story telling is an important skill. This book shows you how to develop and deliver a speech using stories that will persuade and captivate your class. The book illustrates archetypal stories, such as *the hero* and *the journey*. It also outlines techniques such as integrating humour and action into the story and effectively tying your story to a universal theme. This is a useful book for all teachers as well as for speech classes. (RC)

The Power of Personal Storytelling: Spinning Tales to Connect with Others, by Jack Maguire (1998). New York: Penguin Putnam. 253 pages.

This book gets my highest rating for practicality and entertainment for beginners and old hands. Not only will it convince you to tell your own stories, it

will show you how to get to them, spice them up, spice up your own telling, and fall in love with storytelling. The quotes throughout motivate you to "Just do it!" (TM)

Using Folktales in the Classroom

Using Folktales, by Eric K. Taylor (2000). Cambridge: Cambridge University Press. 302 pages.

This is a comprehensive book that covers both the theoretical background of folktales and a vast array of classroom activities. It is specifically for the second language classroom. It contains many excellent folktales in a ready-to-use format and a useful annotated bibliography: for use with students of all levels, and a must-have for the budding storyteller. (RC)

Once Upon a Time: Using Stories in the Language Classroom, by John Morgan and Mario Rinvolucri (1988). Cambridge: Cambridge University Press. 120 pages.

Providing a myriad of ways to use stories in the EFL classroom, this book has become a classic. It is a useful resource for the teacher considering using stories in their classroom. The many stories may need adapting before use. (RC)

Collections of Folktales, Stories, and Other Resources

The Illustrated Book of Fairy Tales, by Neil Philip. (1997). New York: DK Publishing. 160 pages.

Fifty-two of the most famous fairy tales from around the world are presented in relatively simple English, with wonderful illustrations. Each fairy tale is relatively short, about two or three pages long, finding a good balance between brevity and detail. These fairytales are suitable as is for even low-level students. Next to each folktale is an interesting snippet of history or simple literary comment. The introduction has a short history of fairytales, and a brief but informative explanation of different kinds of folktales. An excellent buy. (RC)

The Oxford Book of Modern Fairy Tales, edited by Alison Lurie (1995). New York: Oxford University Press. 455 pages.

A superb collection of fairy tales dating from the 1800s through to 1989. See especially Angela Carter's rewriting of Beauty and the Beast in "The Courtship of Mr. Lyon" (1979) or alternatives to the maiden heroine in Mary De Morgan's "A Toy Princess" (1877) or "The Princess Who Stood On Her Own Two Feet" (1982) by Jeanne Desy. Lurie's introduction is enlightening. (BC & EB)

Chicken Soup for the Soul. By Jack Canfield & Mark Hansen (1995). Florida: Heath Communications. 308 pages.

A heart-warming collection of 101 stories that are arranged thematically. Teachers and students alike will be inspired to share their own stories after reading a few of these gems. The stories also give wonderful *affective filter* massages and leave the reader wanting more—which is great because there are numerous other volumes that are thematically constructed on such topics as: *Chicken Soup for the Teenage Soul, Chicken Soup for the Dog Lover's Soul*, and others. We are still waiting for a Chicken Soup for the Language Learner's Soul. (BD)

Standard Dictionary of Folklore, Mythology and Legend, edited by Maria Leach and Jerome Fried (1982). San Francisco: Harper & Row. 1236 pages.

For those interested in the history and background of folktales and legend, this mammoth volume will answer all your questions! This book gives a short summary and background to the most well known folktales, gives a background to the folktales and legends from many cultures, and explores the meaning of many common folktale symbols. Useful for the inquisitive teacher. (RC)

Collections of Personal Anecdotes

The Healing Power of Stories: Creating Yourself through the Stories of Your Life, by Daniel Taylor (1996). New York: Doubleday. 182 pages.

This book acknowledges the impulse all people have to relate to others through narrative. The first resource we have for narratives are our own stories. This book helps you find and understand your own experiences, and the powerful messages that they contain. It outlines the elements of stories, their plots, characters, and significance. Through relating your own stories in the classroom, you can not only improve your relationship with your students, but also show them how to access their own stories. (RC)

Language Learning Histories, by Tim Murphey (1997). Nagoya: South Mountain Press. 56 pages.

Perhaps the answer to the Chicken Soup for the Language Learner's Soul: This collection of 40 first-year Japanese university student language learning stories is very inspiring and motivating. They provide real, inspiring accounts of language learners struggles,

triumphs, and insights into language learning that other students will enjoy and benefit from significantly. They also provide valuable insights into the learner's mind that will help teachers to teach more effectively as well. (BD)

Good News, Bad News: News Stories for Listening and Discussion, by Roger Barnard (1998). Oxford: Oxford University Press. 72 pages.

This book contains 18 stories of the strange but true type such as: the woman who won a fortune because of a dream, and the chain-smoker who kicked the habit by having himself tied to the sofa for three weeks. For additional practice after doing the exercises in the book, I encourage the students to retell the stories as if they're telling them to a friend in a coffee shop. This helps them to think about the differences between newspaper reports and stories told in conversation. (REJ)

Stories about Teaching

Understanding Language Teaching: Reasoning in Action, by Karen E. Johnson (1999). Boston: Heinle & Heinle Publishers. 149 pages.

This book is based on teachers who participated in the author's MA TESOL program. We will benefit from these teachers' voices about themselves, their students, and their teaching in their own contexts. We can develop our understanding about the complexities of teaching and why developing robust reasoning is important to improve our practice. (YS)

Stories Lives Tell: Narrative and Dialogue in Education, by Carol Witherell and Nel Noddings (1991). New York: Teacher College Press. 290 pages.

This book introduces a new approach to knowing and teaching. We can learn the power of narrative in human lives and develop new insights as a way of understanding human experience. I recommend this book to those who are interested in teaching, teacher education, qualitative research, human development, and anthropology. (YS)

Gender Analysis through Narrative

The Uses of Enchantment: The Meaning and Importance of Fairy Tales, by Bruno Bettleheim (1989). New York: Random House. 328 pages.

This controversial book discusses the enormous value of fairy tales and how they educate, support, and liberate the emotions of the child reader. Well-known fairy tales are analysed for gender stereotyping, personality integration, and the development of the psyche. (BC & EB)

Sacred Pleasure: Sex, Myth, and the Politics of the Body, by Riane Eisler (1995). San Francisco: Harper Collins. 495 pages.

Using Western models, Eisler discusses the construction of gender, offering two models for comparison: the dominator model, which validates inequality of the sexes; and the partnership model, which she maintains will overcome many problems that plague contemporary society. See also her earlier work, *The Chalice and the Blade*. (BC & EB)

Devi: Tales of the Goddess in Our Time, by Mrinal Pande (1996). New Delhi: Penguin. 184 pages.

For those readers who would like to look at gender roles in other cultural and literary contexts, Pande's book is a must. As she writes in her preface, "Narrative is a form women's knowledge of human life has taken since civilization began.... Like my mother, I have survived even as Scheherezade had survived....with the help of the stories we created and recited" (xix). (BC & EB)

Off With Their Heads! Fairy Tales and the Cultures of Childhood, by Maria Tatar (1992). Princeton: Princeton University Press. 295 pages.

This is a readable and fascinating discussion of fairy tales, with discussions of different cultural representations of fairy tales. Chapters that focus on gender roles include "Beauties and Beasts: From Blind Obedience to Love at First Sight," and "Daughters of Eve: Fairy-Tale Heroines and Their Seven Sins." (BC & EB)

The Brothers Grimm: From Enchanted Forests to the Modern World, by Jack Zipes. New York: Routledge, Chapman and Hall. 750 pages.

Don't Bet on the Prince: Contemporary Feminist Fairy Tales in North America and England, edited by J. Zipes (1986). New York, Methuen. 270 pages.

These are just two books (out of several volumes) by a prominent American researcher who adapts fairy tales. The first book tells famous fairy tales by changing the social context and speaker; the second is a source for feminist versions of fairy tales for retelling, comparison, or discussion. (BC & EB)

Contributors

BC: Beverley Curran; **BD**: Brad Deacon; **EB**: Erin Burke; **RC**: Robert Croker; **REJ**: Bob Jones; **TM**: Tim Murphey; **YS**: Yoshi Sato.

Robert Croker is currently an Associate Instructor at Nanzan University in Nagoya. His interests are researching story telling, finishing his PhD, and triathlons.

Education and Employment Status: Why JALT Should Take Interest in the Issues

by Arudou Debito (*ne* David Aldwinckle), *Hokkaido Information University*

JALT has generally taken a hands-off approach towards employment issues. As seen at the January 2001 Executive Board Meeting, some members strongly believe JALT should take no stance whatsoever on the subject of contract employment or unfair dismissals, as it is, in paraphrase, either "unrelated to language teaching or pedagogy" or "too political for JALT's new non-profit organization (NPO) status." However, I argue that there is a very real problem out there, and by not doing more, JALT is doing a disservice to its members and missing opportunities.

What Problem?

Employment in Japan for non-Japanese academics and educators has been problematic for over a century. Japan has a long history of bringing in "foreign instructors" (*gaikokujin kyoushi*) as temporary imparters of overseas information. While Japanese enjoyed tenure from day one of their hiring, their foreign counterparts specifically received one-year contracts (under a system called *ninkisei*). It was not until 1982 when a second category, "foreign staff" (*gaikokujin kyouin*), was created with three years between contract renewals. This bifurcated system has created a job market where full-time Japanese academics enjoy lifetime employment, while foreigners can be dismissed—through contract non-renewal—for any reason (such as age, gender, ideological activism, disagreement with supervisor, or simply as a cost-cutting measure). Clearly the potential for employment abuse exists, but over the past decade, as schools saw the need to downsize with the decreasing student population, the Ministry of Education (MoE) also played a part in encouraging this system. Through administrative guidance in 1992-94, MoE advised all national universities (*kokuritsu daigaku*) to dismiss their more senior foreign faculty (i.e., over the age of 35), resulting in 80% of said employees receiving pink slips. In 1997, with the passage of the *Sentaku Ninkisei* Law, contract employment became an option for Japanese citizens as well, although protest from faculty has prevented most universities from implementing it. The fact still stands that to this day, almost all full-time Japanese academics are in tenured positions, while most full-time foreigners are in contracted, non-tenure track positions, even though all universities were enabled to offer tenure to foreigners as far back as 1982, and even more clearly in 1997.

Essentially, what is wrong with contract employment, when visiting professorships are gaining ground in overseas universities? At least 10 things:

1) It is discriminatory since the sole criterion for qualification for a contracted post is nationality, not qualification (by definition of the position title), so it is not the same as visiting professorships in the West.
2) It limits educator opportunity for advancement since few universities as yet offer "up-or-out" tenure-track posts or procedures.
3) It is humiliating and disrespectful since it draws lines between academic colleagues regardless of ability, and often leaves both sides resigned to believing that temporary status for foreigners in Japan is normal and deserved.
4) It is self-perpetuating in terms of educator quality and mindset since schools see few PhDs applying for their non-permanent posts, and then conclude that foreigners only want temporary positions.
5) It is financially unequal since many of these contracted positions, even if some have higher monthly wages than some tenured positions, do not include bonuses (which may amount to 1/3 of annual salary).
6) It is unstable and not conducive to long-term employment since people cannot expect lifetime renewals. This affects foreigners' ability to settle, for example, their qualifications for loans to buy a house.
7) It is inhumane since many educators invest decades of their lives in an institution, only to be dismissed before retirement, which has a serious effect on pension payments.
8) It is detrimental to the advancement of scientific research since energy which could be invested in research must go to new job searches.
9) It impinges upon intellectual freedom since only those on contracts can be fired if they speak their mind (which is why tenure exists, "so a Baptist dean doesn't fire all the Methodists," as someone once famously said).
10) It is systematically abusive. With the MoE's blanket control over Japanese university curriculum, hiring, grants, and in many cases finances, it is clear that the MoE could enforce (and has in the past) a national policy for keep-

ing foreigners disenfranchised and disposable. Few, if any, other industrially developed countries have an educational system so fully controlled by a single governmental ministry.

In sum, there is a very real problem here, one which educators should know about before and after they enter Japan's job market. If JALT is indeed an academic organization concerned for the well-being of its members and the advancement of professional language teaching, can it continue to avoid taking a stance despite the problems mentioned above?

Why Should JALT Get Involved?

JALT members are the largest group of language teachers in Japan, and thus JALT has a vested interest in serving those members and promoting educational quality within Japan. Its mission is to promote excellence and professionalism in language teaching. As argued above, *ninkisei* has been highly detrimental not only to the individual but to the industry, and people should be fully advised about the pitfalls in this job market. Many people come over here believing that foreigners cannot fill tenured posts, simply because their employer insists that there are legal problems with granting them (civil servants, visa restrictions, etc.). These are known to be falsehoods and JALT should advise interested people of this—not only so they can choose the better jobs, but also to encourage universities to change their ways by enabling the fairer universities to receive more job applicants.

The point is that, despite what some may say, employment status is in fact a matter of pedagogy. Without stable positions, where educators can research and educate to their fullest potential, pedagogy suffers. Even under JALT's new NPO status, the alleged aversion to involvement in political activity is moot, because: a) NPOs carry out similar activities all the time—that is their job by design as groups of concerned activist citizens; and b) other organizations, such as TESOL, are quite comfortable in their public role as being a voice of concern and a publicizer of problems. JALT would do nothing inordinate by helping out.

What Can JALT Do to Help?

Critics may decry, "JALT is not a labor union, so leave it out." I feel few of those people know much about labor unions. I am not proposing here that JALT call for general strikes, engage in collective bargaining with employer and employee, or even lobby the MoE. However, JALT presidents, past and present, have written letters of disapproval on specific cases, and the fact they have felt compelled to do so either by conscience or mandate shows how compelling the problems are. At this juncture, what JALT can do is to:

1) Create a "minimum employment standards" list for public display.
2) Create a job center which lists universities which do or do not meet these standards.
3) Entrust the Standing Committee on Employment Practices (SCOEP) with maintaining this list (see JALT SCOEP, 2001).
4) Formally empower the JALT President with the mandate to make public statements (ostensibly, it already exists, but it is unnecessarily controversial) on specific cases (see JALT, 1997).
5) Lay the debate to rest at last: Formally state that employment issues also fall under the purview of JALT's mission, and JALT will assist members in finding better employment.

JALT's membership is falling year upon year: 2500 and still slowly dropping. With my position as an activist within JALT, I get numerous messages saying things like "JALT's do-nothingness really turned me off. Glad you are doing something about it." Demand exists, so acting as an information source may in fact increase JALT's appeal. Japan's job market is hardly improving for educators. JALT should help us help it along.

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The University of Exeter Computer-Aided Language Learning Conference

S. Kathleen Kitao, *Doshisha Women's College*
Kenji Kitao, *Doshisha University*

The University of Exeter Computer-Aided Language Learning Conference was held in the Institute of Arab and Islamic Studies at the University of Exeter September 1-3, 2001. Approximately 100 people registered for the conference from about 20 countries, including Canada, France, Israel, Japan, the United Kingdom, Spain, Ireland, the United States, Lebanon, Greece, Denmark, Belgium, Egypt, Holland, Australia, New Zealand, Austria, and Germany. This ninth biennial conference was coordinated by Prof. Keith Cameron.

The conference opened on the evening of September 1 with a reception sponsored by Swets and Zeitlinger Publishers. Conference participants were welcomed by Prof. Cameron of Exeter University. It was announced that Prof. Cameron will be retiring, so this will be his last CALL conference, although this conference may be continued by another university.

Later in the evening, two plenaries were held. In "Using CALL to Address Changes in Student Learning Styles," Randall P. Donaldson and Margaret A. Haggstrom of Loyola College in Maryland, USA, argued that the characteristics of CALL require changes in the way that teachers teach and students learn. They looked at CALL materials and how they could help students interact with others in English and develop communicative competence. Geoff Lawrence of the World English Centre, Canada, spoke on "Second Language Teacher Belief Systems towards Computer-mediated Language Learning: Defining Teacher Belief Systems." He discussed, considering the pressure on educational systems to integrate computer technology, the importance of understanding teacher belief systems. These belief systems influence the use of computer technology, and they are influenced by teachers' attitudes toward innovation and beliefs about the effectiveness of an innovation.

On September 2 and 3, about fifty concurrent sessions were held. Most of the presentations fell into one of four categories—research on CALL and related issues, and various CALL programs or uses of CALL and related issues, policy and administration.

Presentations that involved research on CALL and related issues included "Investigating Syntax Priming in an E-Mail Tandem Language Learning Environment" by Christine Appel and Carl Vogel, "Orality in MOO: Rehearsing Speech and Text: A Preliminary Study" by Markus J. Weininger and Lesley Shield of Open University, UK; "From Symptoms to Diagnosis" by Michael Levison, Greg Lessard, Anna Marie Danielson, and Delphine Merven of Queen's University, Canada; "Language Learning with Native Speakers in a MOO Community: Real or Virtual" by Lien Goedeme of the University of Antwerp, Belgium; and "An Experiment in Computerized Teaching of English as a Second Language" by Evelyne Cauvin of Universite de Paris VIII, France. Research is mainly emphasizing testing claims of the effectiveness of CALL.

The vast majority of presentations were related to CALL programs or uses of CALL. These included "What Constitutes a Good Internet Research Project" by Harashima Hideto of Maebashi Institute of Technology, Japan; "Extensions to Computer-assisted Oral Reading to Help Children Learn Vocabulary" by Greg Aist of Carnegie Mellon University, USA; "Designing a Multimedia Feedback Tool for the Development of Oral Skills" by Tsutsui Michio and Kato Masashi of the University of Washington, USA; "Web-based Instruction for Interactive Learning in Reading Class" by Yen Shu-chin of Kao Yuan Institute of Technology, Taiwan; "A Cloud Around Development and Exploiting CALL Material" by Christine Sabieh, Notre Dame University, Lebanon; "Web-Based Learning System for Sociolinguistic Skills in Japanese" by Hirata Naoya, Inoguchi Yasuchi, Kamiyama Hiroshi, Kawazoe Yoshiyuki, Ogawara Yoshiro, and Saita Izumi of Tohoku University, Japan; "Learning Foreign Languages Comparatively Across the Internet" by Shirley Holst and Jutta Maria Fleschutz of GMD-IPSI, Germany; "Graded Reading System on Line" by Shiozawa Tadashi of Chubu University, Japan;

and "Teaching Students to Find Internet Resources Related to Culture" by Kenji Kitao of Doshisha University and S. Kathleen Kitao of Doshisha Women's College, Japan. There is a continuing interest among teachers about how CALL can best be applied in the classroom.

Among the presentations on policy and administration were "In Line with the On-Line: UK and EU Policies on ICT in Higher Education" by Catherine Chabert of University of Cardiff, UK; "CALL Labs: Have They Run Their Course?" by Lawrie Hunter of Koichi University of Technology, Japan; and "Teaching and Learning Danish in a Virtual Department" by Jannie Roed, Claire McAvinia, and Jane Hughes of University College London, UK.

On the evening of September 2, there were two more plenaries. Monique Adriaen and Roberta Sinyor of York University presented the paper "New Techniques for New Students: Adapting Language Instruction to Technology" on how traditional materials and techniques can be used in with new technologies. Mike Levy of Griffith University, Australia spoke on "Coherence and Direction in CALL Research: Comparative Designs." Levy developed a typology of these comparisons, including comparisons between CALL and traditional materials; comparisons between computer-mediated communication and face-to-face communication; and comparisons of the effects of different media.

Forty-eight papers presented at the conference were published in *C.A.L.L. - The Challenge of Change: Research and Practice* (2001, Cameron, K., Editor; Exeter: Elm Bank Publications. ISBN 1-902454-13-8; 371 pages). In the introduction to the collection, Prof. Cameron emphasized that teachers can no longer depend on the novelty of using the computer alone to motivate students. Computer programs must be attractive and worthwhile, and they must foster learning. Traditional methods cannot just be transferred to the computer program; however, we do not yet know enough about how the characteristics of the computer and the Internet can most effectively be used in teaching and learning.

On September 3, concurrent with the CALL conference, a workshop on teaching Arabic was organized by Mohamed-Salah Omri to mark the opening of the Institute of Arab and Islamic Studies. There were five presentations on using computers and the Internet to teach Arabic by presenters from the US, the UK, Denmark, and Egypt. The presentations included "Arabic Grammar in the Internet" by Helle Lykke Nielsen of the University of Southern Denmark; "Developing a Website for Teaching Arabic: Technical Issues" by Iman Saad and Heba Salem of American University, Egypt; and "Arabic CALL: Lessons from the Past, Opportunities for the Future" by R. Kirk Belnap of Brigham Young University, USA.

In addition to the presentations, most participants had meals and coffee breaks together during the conference. This provided many opportunities to meet other participants and socialize as well as discuss issues related to the conference.

Online reports of the 1997 conference <ilc2.doshisha.ac.jp/users/kkitao/teflnews/v1/n4j.htm#exeter> as well as the 1999 conference <ilc2.doshisha.ac.jp/users/kkitao/library/report/exeter/exeter99.htm> are available.

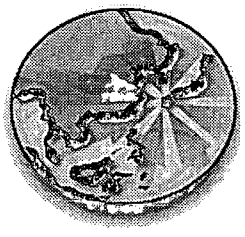
edited by joyce cunningham & miyao mariko

This month, Alison Miyake of the TC SIG reports on the JALT Junior 2001 conference held at PAC3/JALT2001. The coeditors of this column invite you to submit an 800-word report about your chapter or SIG in Japanese, English, or combination of both.

My First JALT Conference: JALT Jr.—A Great Success

I feel very empowered by my whole JALT2001 conference experience, and inspired by the presentations—and presenters. Not to mention going out for drinks, exchanging ideas, and gaining new friends! I was overwhelmed by the many volunteer hours that went into producing the conference. Thanks to everyone involved and those keeping JALT and the SIGs running all year round.

My goals for the conference were to gain insight into curriculum planning, and learn how to incorporate global issues into my elementary classes. Recent events in the U.S. and Afghanistan have affected me deeply. I feel now is a time to put our beliefs about how we want the world to be into practice. Vaclav Havel calls this "living in truth." Teaching is an area where we all have to make an impact, whether we do so consciously or not.



I was especially looking forward to JALT Junior: All the big names in teaching children were coming, including those working with Monbukagakusho to discuss the future of English at the elementary level. The range and number of presentations (38) reflected current growing interest in the field of teaching children: at least three new textbook series were introduced (including one in Japanese on global issues which I will use to involve my teachers more in curriculum planning). This interest was also reflected in the number of attendees: the biggest single turnout in one presentation was around 75. However, it wasn't unusual to have two concurrent sessions with over 30 attendees each.

The location was perfect. Having rooms so close together (not to mention being near publishers' stands and refreshments) made it easy to meet new people and exchange ideas. I paid full admission for the main conference, but attended only one presentation outside JALT Junior. There were great opportunities to see someone presenting and then work with that same person in a subsequent workshop. Presenters and attendees all learned together.

Many presenters gladly provided resources and contact addresses for people who had assisted them in researching their presentation, or introduced people in the audience with pertinent strengths. I loved to see how people made use of their resources: the greatest resource, of course, being colleagues experienced in a new field we want to explore.

Many presenters inspired me in how much of themselves they show in the classroom. It was obvious they care for their students, love their work, and believe what they are doing is important. I could better see the system of beliefs defining their teaching, and realized again how important it is to reflect these in how we teach "content." Aleda Krause captured the essence by stating, "We are not just teaching English, we are teaching the whole child," which must include social skills, physical motor skills, and students helping create a cooperative learning environment for each other.

At JALT Junior, I learned techniques for working with language and materials: using music and movement, picture books, TPR storytelling, and card games to build vocabulary, developing curriculum around themes to enhance children's multiple intelligences, even creating Christmas in the classroom. What I found particularly "liberating" were techniques to help children "discover" the language and Kagan's Cooperative Learning (Chris Hunt's presentation): ideas for a class point system and class goals setting, as well as how turning competitive games into cooperative ones can help kids learn how to work together. They can learn to hear and understand from another's point of view through other learning styles—the basic skills for international understanding.

Empowering students in the classroom (by building confidence and self-esteem to create a better learning environment) was one of the main messages of the conference. Similarly, I want to empower my Japanese colleagues in the elementary schools where I teach. We need to hear more of their voices. It may be hard for some to contribute in English, especially if they are not accustomed to a participatory workshop style. I need to pass on the energy and empowering ideas I gained from the conference to those who were not able to attend—and convince them to join us next year!

Volunteers are needed to vet presentations for next year's JALT Junior. They can contact Tom Merner, Program Chair, JALT JR. 2002 at <tmt@nn.iij4u.or.jp> in English or Japanese. The deadline to submit a proposal is **February 15**. Please contact Joe Tomei, JALT2002 Program Chair at <jtomei@kumagaku.ac.jp> for more details.

Reported by Alison Miyake
Incoming TC SIG Treasurer

Magical Journeys: Folktales in the Classroom

Robert Croker, *Nanzan University*
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Quick Guide
Key Words: Folktales, narratives
Learner English Level: Pre-intermediate to advanced
Learner Maturity Level: College to adult
Preparation Time: Significant
Activity Time: 90 minutes for each class

When you enter the enchanting world of a folktale, you embark on a journey to the time and land in which they were first told. Folktales are a narrative form which represent a valuable resource for the EFL classroom. The student as storyteller can imaginatively reconstruct each folktale and enjoy a creative foreign language learning experience. The student as listener can accompany the storyteller on their magical voyage.

Folktales are an excellent topic for oral communication classes. They are interesting and relatively simple. Telling folktales fosters verbal creativity, and develops narrative skills such as scene and character description, plot development, and the use of temporal markers, reported speech, and body language. Students can also discuss the cultural basis of folktales and explore their own values.

Procedure

Folktales from any culture can be used. Students can also create their own folktales. In the course described below, a university-level EFL content-based class tours a different culture week by week. In each class, students hear one folktale from the teacher, read one themselves for homework and tell it in class to two different partners, and hear one or two more folktales in class from other students. These activities could be part of a wider range of classes, with simple adaptation.

Embarking on the voyage: Keywords, self-talk and share-talk

To prepare to tell the folktales in class, students read one folktale before class for homework. They circle the keywords in the story, then write them in a box under the story. These keywords include both "useful language phrases" (once upon a time, at the same time), and also "topic phrases" (old woman, peach floating down the river, little boy jumped out). During storytelling in class, students look only at these keywords and construct sentences based upon them. To help students develop proficiency before class, they are asked to "self-talk"—practice telling themselves their own folktale, on the train, in the bath, or as they walk to school; and to "share-talk"—sharing their folktale with their friends and family, even in Japanese at first.

The journey begins: The teacher as storyteller

At the beginning of each class I put students into pairs, and allocate one student to be "Spring" and one to be "Autumn." Each class, I start by telling a representative folktale from that week's culture. Students usually enjoy teacher storytelling, and it also provides important narrative and linguistic examples. Selecting an appropriate folktale and practicing before class are important. Ideal folktales are reasonably short, relatively easy vocabulary, and an easy storyline with interesting characters, events, and plot. Comical tales and tragic love stories seem to work best.

In the same vein as split stories (Deacon, 2000), I tell half the story, stop, and ask Spring to retell the first part of the story to Autumn. This gives the pair the opportunity to internalise the language and check comprehension with each other. I then complete the story, and this time Autumn retells the second part of the story to Spring. I sometimes ask the pair to create an alternative ending, or stop before the end and let the pair create their own ending, which they can later share with others. As students listen, they are encouraged to write keywords to help them retell the story. They are also shown how to shadow: the listener picks up the key topic words, and softly says them to themselves (Murphey, 1998). This helps the listener understand the story, and lets the storyteller know when they do not.

The magical journey: Student pair-share and pair-talk

In the main part of the class, students tell the folktales that they have read for homework through pair-share, then listen to other students tell theirs through pair-talk.

Many students initially find telling a folktale by themselves daunting. Pair-share, two students telling the same folktale to each other together, overcomes this and allows students to check comprehension. Pairs are arranged that have read the same folktale for homework. Spring begins telling the folktale to Autumn. Using a timer, after one minute I say "Change," and Autumn continues. The students continue to alternate each minute until they have finished telling the folktale. There is always a shout of surprise when the students hear the

bell, but the next partner quickly and excitedly continues the story. Students seem to enjoy exchanging roles frequently, and listening to how their partner tells the same folktale.

After pair-sharing, students change partners and sit with a partner who has a different story. They then take turns telling each other their folktale—pair-talking. I rename students "Summer" and "Winter" at this point. Summer tells Winter their story, then asks Winter the homework comprehension and discussion questions. They then swap, and Winter tells Summer their story. In this way, each student becomes not only the storyteller, but also guides the listener to understand and explore each folktale. The listener is encouraged to shadow, which keeps them focused on the storyteller.

After both students have retold their folktale once, they change partners once more, and tell their own folktale to another student who has a different folktale. This gives each student the chance to tell their folktale at least three times in class, and serves to build competence.

Journey to a new land: Creating my own folktale
For the final class, students are asked to create their own original folktale with two endings—one happy, the other sad. This time, students also draw a picture and write a short three-line poem (haiku) in English to illustrate their folktale. During this class, students are given the opportunity to tell their folktale to three different partners, then present their folktale to a small group. Students enjoy showing their pictures as they tell their own folktales. The storytellers can invite the listeners to complete the story before telling their own two endings.

In the final 15 minutes of class, students make a tape-recording of their original folktale, which forms part of their assessment. Student folktales, recordings, and their illustrations are collected and put together, creating a colourful album of the many imaginative lands visited on this absorbing journey.

Note

I would like to acknowledge the generosity of a Nanzan Pache I-A subsidy which helped this project.

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Kamishibai *English*

Charlie Canning, ***Naruto University of Education***
<charlie@naruto-u.ac.jp>

Quick Guide
Key Words: Japanese tradition, storytelling, picture stories
Learner English Level: All
Learner Maturity Level: All
Preparation Time: Significant
Activity Time: Varies

A folk tradition that has almost entirely disappeared from the Japanese landscape is *kamishibai. Kamishibai* was a dramatic/narrative art of storytelling practiced by a traveling showman on bicycle who visited the neighborhoods and villages of Japan throughout the early Showa period. The *kamishibai* man would announce his arrival in a particular place by clapping two pieces of wood together. All of the children in the area would gather around the wooden-framed stage mounted upon the handlebars of his bicycle and listen while the *kamishibai* man told a story which he illustrated with brightly-colored cards that he inserted in the wooden frame. After the story was over, the children would pay some small coins for the entertainment and then perhaps buy some of the candy and sweets that the *kamishibai* man had to offer.

Although TV and video games effectively killed off this cultural tradition, ask any Japanese over forty about *kamishibai*, and you are sure to get a nostalgic response. Either the person themselves has some fond childhood memory of *kamishibai* or, more likely, they have heard their parents or grandparents talk of it. However, it is an endangered species that needs to be protected and nurtured if it is to survive.

A great way to teach English
Children of all ages love stories, and *kamishibai* combines the beauty and the power of narrative (the Once upon a time. . . or *Mukashi, mukashi,*. . . magic) with the visual and auditory forms of drama. As children often have short attention spans, it is very difficult for language teachers to keep their students interested and engaged in something unless the learning activity is both participatory and visual. *Kamishibai* English allows students to take part in a learning activity that is visual, dramatic, and fun. At the same time that we are teaching language, however, we are also helping to revive

kamishibai by integrating this traditional form of culture into language teaching.

Available resources

Here in Japan, there are many preprinted sets of *kamishibai* cards in English available through Doshinsha Co., Ltd. In the United States the same titles are distributed by Kamishibai For Kids, a New York company with their own website <www.kamishibai.com>. This website contains an online catalogue, background information on the history of *kamishibai*, and plenty of beautiful illustrations. A small wooden *kamishibai* stage complete with curtain is available from Jakuetsu (t:088-626-2110) for ¥14,900 plus tax.

Although the preprinted *kamishibai* cards are a good place to start, I have found the English texts to be a bit difficult for some audiences. Consequently, you might want to consider making your own *kamishibai* cards. Just choose your favorite children's story (or try writing one of your own), simplify or expand the vocabulary to suit your needs, and design your own cards. As this project can be very time-consuming (and challenging if your artwork is as poor as mine is), you might want to try making it a class activity. For the past two years, I have assigned *kamishibai* projects to the third year university students in my English Oral Communication class, and the results have often been more effective than what is commercially available.

One Japanese SHS Teacher's Story of Storytelling

Suzuki Katsuhiko,
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Quick Guide
Key Words: Personal storytelling
Learner English Level: Adaptable
Learner Maturity Level: Adaptable
Preparation Time: Variable
Activity Time: A few minutes to a whole class depending on expansion exercises

Storytelling has been a great art all over the world since ancient times. In Japan, there were many professional street storytellers on the road about 30 or 40 years ago called *kamishibai*. In Tokyo, you can still find theaters for *rakugo*, comic storytelling, but the number of such theaters is rapidly decreasing. Although *kamishibai* is almost impossible to find in Japan nowadays, people have not lost their narrative minds, that ability to understand their world and their lives through stories.

Some Japanese teachers of English (JTEs) might not be familiar with storytelling in English and think of it as something only native speakers can do. Not true! JTEs may also think that students must have a high level of English to understand, and that the teacher must be near native to tell stories. Not true! I assure you I do not speak perfectly and I still make lots of mistakes when I tell stories. Yet, I am still convinced that any JTE can use storytelling to help motivate students to learn and enjoy English. It will also help you to improve your own English.

According to Murakami's research (1997), "[a nonnative teacher's] storytelling is more successful than conventional listening practice using [native speaker] tapes" (p. 47). The JTE telling a story in English is a near-peer role model (Murphey, 1998) for the students and thus students can more easily identify with the teacher and imagine speaking English themselves. My own observations are that students don't have much interest in listening to English from a tape, but when I tell my own personal stories, their eyes and ears come alive. They want to listen to a real voice and a real story told by a person who is fully present.

When do I tell stories?

I tell stories mainly at the beginning of the class or in the middle of the class as warm-ups or breaks.

Sometimes I will tell one at the end if we have extra time. I keep stories short. I tell stories in my own voice with a lot of gestures. I use many types of stories, such as folktales, personal experiences, newspaper articles, jokes, and mistake stories. When storytelling in the class works well, my students relax and change their attention, they laugh and smile at my stories. I had never before imagined that I could speak English to my students and get them to laugh. It really shows they understand.

Techniques for increasing understanding

At first there were some students who couldn't understand my stories. I needed some techniques to make my stories easily understood. I would advise teachers to do the following: repeat short phrases and pause often, use pictures, retell stories in easy language, use redundant expressions, and allow students to retell the stories to each other using as much English as they can. Murphey (2000) has a nice group of mistake stories and helpful advice for storytellers. He suggests, for example, that you tell your story to many people outside of class to practice your storytelling before you actually do it in class. You can then do it in several of your classes and notice how it gets better and better.

Suggestions for storytelling

Storytelling is easier than some might imagine. Even if you are not confident about speaking English in front of many people as I used to be, this will be a good chance to expose your students to live English. You don't need any complicated process or tools. Begin with your short personal anecdotes or experiences from your everyday life. It starts with a single step.

Here's a short story to begin with: Write the days of the week on the board and make sure students know them. Also, draw a clock. Point to the appropriate items as you tell the story and act with your body and face. "One day, I woke up. [Be asleep and wake up.] I looked at the clock. [Look at the drawn clock and point to it.] I was late! [Increase your volume.] I panicked! [Pull out your hair.] Then I laughed. [Laugh.] Why? [Eyebrows up.] Because it was Sunday. [Point to Sunday.]"

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Murphey, T. (2000). *The medium is the message: Japanese teachers of English using English in the classroom* (3rd rev. ed.). Nagoya: South Mountain Press. (available from the editor)

Note

My MA project was a 30-minute teacher-training video about storytelling, with classroom video clips of a variety of stories. It is available at cost. Just send a stamped self-addressed envelope and ¥300 in stamps to pay for the video to Katsuhiko Suzuki, Nagoya University Attached High School, Furo-cho, Chikusa-ku, Nagoya 464-8601, Japan; <hiko@katch.ne.jp>.

Mini-Share

Making Stories Understandable: Some Tips

Tim Murphey, Yuan Ze University

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When you tell stories, remember that not understanding is a frustrating experience for students and that understanding is crucial to language learning. Here are some tips to make stories completely understandable.

1. Take one small chunk at a time. You can choose to speak only a little more English in each class. Maybe just one short story a day. It may start with only a few lines.
2. Pre-teach some vocabulary before telling the story.
3. Draw pictures on the board and label things if needed.
4. Bring real things to the classroom and pre-teach them if necessary. Use exaggerated gestures and lots of them. Keep them consistent and repeat them the same way each time.
5. Use place anchors (place a person or object in space through your gestures and remember where you left them so you can refer back to them).
6. Repeat a lot. The words with the gestures. Repeat a lot! With gestures!
7. Make pauses. . . . . Long pauses . . . . . as long as you need. . . . Notice the students' faces when you pause . . . . . Often they will tell you when you need to repeat . . . Then repeat . . . and pause. . . . . It's in the pauses that the brain has time to make sense of things. Use pauses . . . and short chunks.
8. Practice with colleagues and tell stories in several classes. You learn to do it better as you do it more.
9. Get excited and dramatize your stories. That attracts students' attention and makes things much more understandable. And even if they don't understand, they'll laugh! And if they do that they will at least have understood that class can be a fun place!

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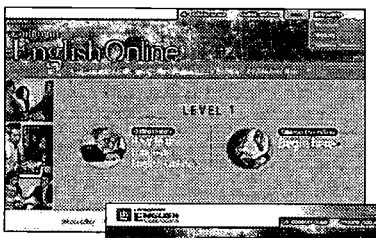

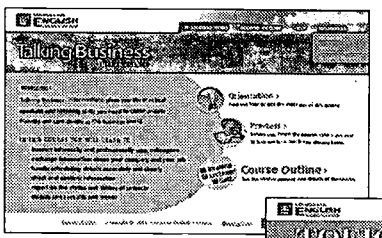

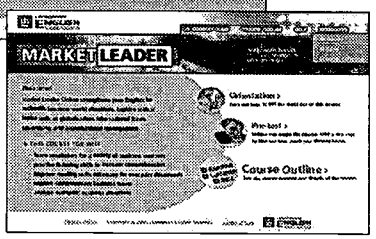

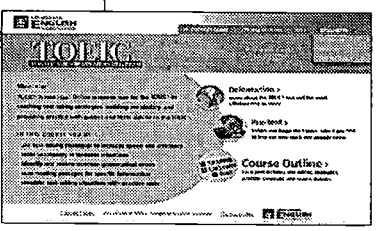

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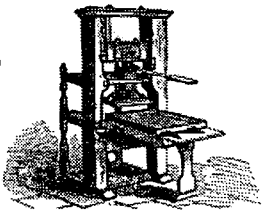


That Depends On Where You Want To Go

Just then Alice noticed the Cheshire-Cat sitting in a tree nearby. It saw Alice and grinned.

"Cheshire-Cat," said Alice, "please could you tell me which way I should go?"

"That depends on where you want to go," the Cheshire-Cat answered.

"I don't really care," said Alice.

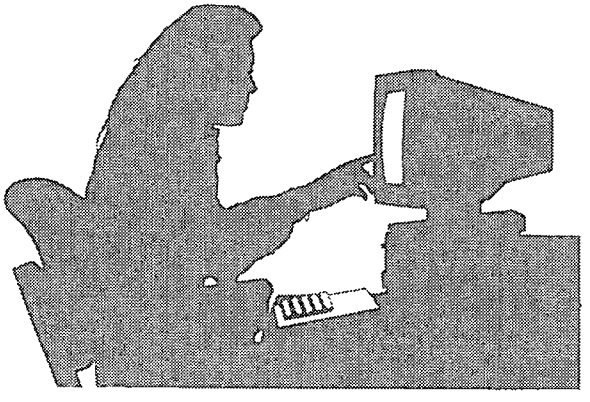
Well it doesn't matter then, does it?" the Cheshire-Cat said.

"As long as I get somewhere," said Alice quickly.

Recently, Microsoft's advertising campaign asked its clients, "Where do you want to go?" With online learning coming to the fore, this question is asked and answered by educators and trainers for varied reasons—"it's the in thing"; "I want to be an innovator in my field." The impact of Internet technology on the educational sector has been tremendous, with demand for online learning continually on the increase.

Regardless of use or demand for Internet technology there is, however, a fundamental challenge faced by teachers, administrators, students, and schools. That is:

How do we integrate Internet technologies to create innovative learning opportunities for students?



To answer this question, careful examination is required. We need to know who are involved in delivering successful online learning opportunities, to examine the new learning environment—the computer—in which students find themselves, to define the roles and responsibilities teachers and students have in this new environment, and to look at who's responsible for creating this learning environment.

While there are many avenues to explore, this article will focus on the importance of instructional design for web-based courses as, with the help of teachers, they create the learning opportunities students encounter in front of the computer screen.

Patricia Smith (1999) defines instructional design as the process of converting principles of learning and instruction into blueprints for instructional materials, educational resources, and evaluation. This definition helps outline three questions asked by instructional designers and three activities done in the design process:

Where are we going?
(Determine goals.)

How will we get there?
(Develop instructional strategy to reach them.)

How will we know when we get there? (Develop and conduct evaluations to know when goals have been reached.)

Unlike Alice in Wonderland, instructional designers need to have a clear image of where they want to go, a well-defined map of how to get there, and a knowledge of when they have arrived. Longman's new suite of online products, *Longman English Success* (<www.EnglishSuccess.com>), is the product of a dedicated team of experienced instructional designers, educators, course developers, editors, production managers, and technicians. As the world's leading educational publisher, and with over 275 years of publishing excellence, Longman is able to work with educators and students to gain an understanding of their needs in order to succeed in learning English.

In an online learning environment, the roles and responsibilities of teachers have changed, with students having to be more accountable for their own learning and teachers moving from the "sage on the stage" to be the "guide on the side." Online students need to be more self-directed learners, and to help them succeed certain characteristics in the way information is transferred and instruction delivered need to be incorporated into the computer screen. Following is a table outlining some of these characteristics, how they're presented in *Longman English Success* products, and some of their benefits.

One benefit of instructional design is that it can

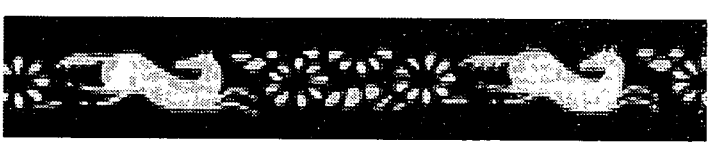
provide clear learning pathways for students involved in online studies. Coupled with in-class sessions, students are likely to be successful learners of English.

If you would like to learn more about *Longman English Success*, please visit our website at <www.EnglishSuccess.com> for free trials. If you would like to see a demonstration of *Longman English Success*, please contact Pearson Education Japan (<www.longmanjapan.com>).

References

Smith, P. (1999). *Instructional design*. New York: John Wiley.

Learning Environment Characteristics	Longman English Success Interface	Benefits
Structured, well organized chunks of information	• Discrete animated grammar points • Lesson presentations • Detailed course outline • Case studies • Directions/instructions for each activity or lesson	Presenting information in organized chunks help students master the language, skill, or task presented. Text density is an important consideration on a computer screen.
Clear opportunities to practice, self-check, revise, and try again.	• Practice activities in each unit. • Unit Quizzes	As self-directed learners, students need to be given the opportunity to practice and check their progress.
Student Support	• Dictionary/Glossary/Grammar Reference • Pop up windows on Culture Notes, Listening Tips, Transcripts, Translations • Technical support	While online, students need to be provided with as much support as possible to enhance their learning experience.
Performance Assessment linked to precise objectives	• Pre/Post tests • Unit Quizzes • Practice tests • Learning Management System (LMS)	In addition to traditional tests. Longman has developed it's own LMS to help teachers track student progress and allow students access to these grades.
Community Building	• Email • Text chats • Discussion boards • In-class activities	Studies have shown that online students need to feel a part of a class. These tools allow students to communicate with each other and develop a sense of "classroom."
Real Life Applicability	• Roleplay • Written submissions • Audio submissions • Case studies	When students see real life uses and value for what they are studying, they are motivated to continue.



Book Reviews

edited by amanda obrien

Writing From Within. Curtis Kelly and Arlen Gargagliano. Cambridge: Cambridge University Press, 2001. pp. 119. ¥2,470. ISBN: 0-521-62682-X.

Curtis Kelly and Arlen Gargagliano have written a very useful, interesting, and motivating text for low-intermediate and intermediate learners of English for expository writing. It was wonderful to try this book for a limited period of time for the purposes of a review, and it could definitely be employed successfully over a whole course—the 12 units contain lessons of at least one to two pages apiece, and each lesson is designed to be completed in 45-90 minutes. Since each unit takes 3-5 hours to complete, it would probably require two semesters to finish the text. Incidentally, despite our usage of the term "semesters" here, it is not explicit or obvious that this material is intended only or tailored specifically for college and university students. However, it does seem to assume that learners have already mastered the rudiments and "metalanguage" of writing for academic purposes, including such standard process writing methods as prewriting, paragraphing, and self or peer editing. I would assume that the intended users are in second year of junior college or university, but this boundary of use is not terribly strict. In fact, one appealing feature of the text is that the content and topics are not extremely specialized or difficult, but neither do they patronize or pander. The topics could easily complement a conversation or oral communication course, covering such items as life changes, destinations, personal goals, role models, newspaper English, and job interviews. The breadth of topics and the accessibility of the language used make the material very flexible. We tried some of it out on a third year university class of 27, but larger or smaller student-to-teacher ratios are equally viable.

To quote from the publishers' catalogue, "The focus of each unit is a writing assignment. Prewriting activities involve students in discussions, interviews, and roleplays. Postwriting exercises involve editing, feedback and rewriting . . ." and it is reassuring to discover that the rhetoric of sales here truly does match the reality of the text in the classroom. In our case, we had already planned out our course outline to include an assignment on "turning points." Due to this happy intersection, chapter 5, "It Changed My Life," was very serendipitous. There were almost too many resources offered; there are eight lessons in this chapter, plus an optional activity, so we opted to choose from various components and see how it worked. An interesting aspect was the need to continually work in pairs, or groups of three or four. Some students tend to feel that writing, reading, speaking, and listening are discrete skills, and may not always feel comfortable with this cooperative approach, but the majority will surely be enthusiastic.

In our case, we brainstormed important events for a limited time, shared histories with a partner, developed a five-paragraph paper (although the book recommends four) and did self-editing and peer checks for such factors and devices as "attention getters," main ideas, and cause-effect connectors. This was a mixed-level class, so it was not a surprise that some felt the exercises were far too easy, while others struggled a bit. By and large, the intended level, rationale, and format of the text were pretty well borne out by the short trial. Finally, the text layout is attractive and easy on the eye, set out in blue, light purple, beige, and off-white with a variety of typeface font and point sizes. One does hope that the future will bring a glossary for students, and perhaps some kind of multimedia element for teachers, or overt connections to speaking and listening materials—it seems like a possibility pregnant with promise, if our own peer editors will forgive this writer's indulgence into alliteration.

Reviewed by Tim Allan
Kwassui Women's College, Nagasaki

Recently Received

compiled by linh t. pallos

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will not be available for review after the 28th of February. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

***Longman English Express** 1 & 2. Roşt, M., Thewlis, S., & Schmidt, J. Hong Kong: Longman Asia ELT, 2002.

***The Good Grammar Book: A Grammar Practice Book for Elementary to Lower-Intermediate Students of English.** Swan, M., & Walter, C. Oxford: Oxford University Press, 2001.

***Reason to Write: Strategies for Success in Academic Writing** (Low-Intermediate). Miller, J. L., & Cohen, R. F. Oxford: Oxford University Press, 2001.

***Head for Business** (Intermediate). Naunton, J. Oxford: Oxford University Press, 2000.

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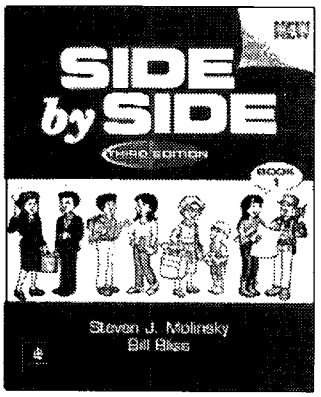

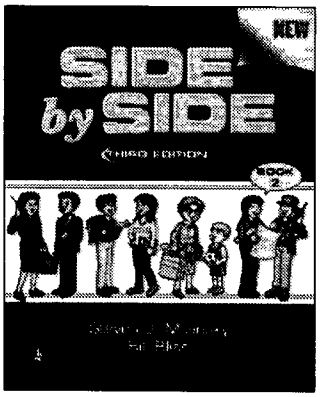

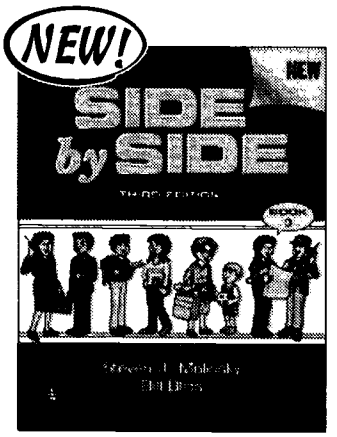

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*Landmark (Intermediate & Upper Intermediate). Haines, S., & Stewart, B. Oxford: Oxford University Press, 2000.
*Big City. Hutchinson, T., & O'Driscoll, N. Oxford: Oxford University Press, 2001.
*Quick Work: A Short Course in Business English (Pre-Intermediate & Intermediate). Hollett, V. Oxford: Oxford University Press, 2000.

Supplementary Materials
*Window on Britain 2. MacAndrew, R. Oxford: Oxford University Press, 2001. (Video Guide, Activity Book, & Video)
*Arts and Crafts with Children. Wright, A. Oxford: Oxford University Press, 2001.
*Oxford Idioms: Dictionary for Learners of English. Oxford: Oxford University Press, 2001.
*Oxford Phrasal Verbs: Dictionary for Learners of English. Oxford: Oxford University Press, 2001.
*Oxford Student's Dictionary of English. Oxford: Oxford University Press, 2001.
*English for Primary Teachers. Slattery, M., & Willis, J. Oxford: Oxford University Press, 2001.
*Film. Stempleski, S., & Tomalin, B. Oxford: Oxford University Press, 2001.
*Quick Placement Test. University of Cambridge: Local Examinations Syndicate. Oxford: Oxford University Press, 2001.

For Teachers

(Contact Patrick Rosenkjar for the following books at <rosenkja@owls.tuj.ac.jp>.)
*Phonetics. Roach, P. Oxford: Oxford University Press, 2001.
*Historical Linguistics. Schendl, H. Oxford: Oxford University Press, 2001.
*Individual Freedom in Language Teaching: Helping Learners to Develop a Dialect of Their Own. Brumfit, C. Oxford: Oxford University Press, 2001.
!Teachers' Voices 7: Teaching Vocabulary. Burns, A., & de Silva Joyce, H. (Eds.). Sydney: National Centre for English Language Teaching and Research, 2001.

JALT News

edited by amy e. hawley

Join the JALT 2002 Proposal Reading Committee
Here's your chance to do your bit for JALT. Volunteers are needed to read and score proposal abstracts for presentations at the JALT2002 National Conference. Reading Committee members should be JALT members, should have attended at least one JALT national conference, and should be available (in Japan and near your mailbox) from late February through the third week of March. No travel necessary. Just fill out the form below and mail, fax, or email by February 16 to Gwendolyn Gallagher, Takasagodai 6 chome 8-14, Asahikawa 070-8061; t/f: 0166-63-1493; email: <gallaghr@eolas-net.ne.jp>.

Name:
Mailing address:
Phone: Fax: (H/W?)
Email:
Years of language teaching experience:
Current teaching situation:
How many JALT national conferences have you attended?
Do you have any proposal reading experience?
Please circle: I can read and evaluate abstracts in ENGLISH JAPANESE
Are there any dates between February 20 and March 30 when you would not be available to read? If so, please explain.

Submitted by Gwendolyn Gallagher
JALT2002 Reading Committee Coordinator

JALT 2002 査読委員会

JALTにおいて、あなたにできることがあります。私達は、JALT２００２年次大会への発表申し込みの要約を読んで、評価するボランティアを募っています。ＪＡＬＴのメンバーで、少なくとも1 回はJALT National Conference に参加されていて、2月下旬から3月第3 週まで(日本及びメールボックスの近くで) 時間が取れる方。移動の必要はありません。下記の表に記入され、２月１６日までに郵送かFaxで、Gwendolyn Gallagher までご連絡ください。詳細は英文をご参照ください。

JALT 2002 Reading Committeeコーディネーター
Gwendolyn Gallagher 記

Okinawa's Writing With Words Project
Okinawa JALT has elected a new group of officers that are enthusiastic about helping the students and teachers of Okinawa. A Writing With Words (WWW) Project committee has been established that will create an English writing contest for senior high school students in Okinawa. The idea is to have students write an English language essay and submit it to the committee. Each essay will be evaluated based upon a set of criteria that the committee is now establishing. We expect to draw about 25 high school students into this endeavor.

The great part about this project is that we will be promoting the contest in the high schools and letting teachers know about our Okinawa JALT chapter. As teachers become involved in the contest they will become interested in our chapter, attend our meetings, and hopefully become members of JALT.

As the committee is still setting the criteria for participation and essay evaluation, we could use some input in these areas. Any JALT member who would like to contribute some useful information to assist us in our WWW Project, please contact the president, Lyle Allison at <leaphd@aol.com>.

Submitted by Lyle Allison
President, Okinawa JALT

沖縄　Writing With Words プロジェクト

沖縄ＪＡＬＴは、沖縄の生徒及び先生方の支援に熱心な、新しい事務官達を選出しました。Writing With Words (WWW) プロジェクト委員会は、沖縄の高校生達に英語ライティングのコンテストを受けさせるべく設立されました。その理念は、生徒達に英語でエッセイを書かせて、委員会に提出させるというものです。それぞれのエッセイは、委員会が現在、作成中の一定の規範をベースに評価されます。私達は、およそ２５名の高校生をこの試みに参加させたいと思っています。

このプロジェクトの大きな利点は、高校でコンテストを促進しながら、先生方に沖縄ＪＡＬＴ支部について知っていただけるということです。コンテストに関わり、支部に関心を持っていただき、そして会議に参加してもらって、願わくば、ＪＡＬＴのメンバーになっていただけるのではないかと。

委員会には、その参加及びエッセイ評価に関して未決の事項がある為、JALTのメンバーで、WWW　プロジェクトに関して有用な情報をお持ちの方、会長のLyle Allison までご連絡ください。

〈leaphd@aol.com〉

沖縄JALT会長　Lyle Allison 記

Hiroshima Holds Charity *Bonenkai*

Hiroshima JALT held a charity *bonenkai* this year to help raise funds for the "Save the Children" organization's work on the Afghanistan border where they are involved in providing women with work training and children with education. We the organizers felt a need to do something special this year to help the Afghanistan people as well as to try for a more formal type of party to attract nonmembers and treat existing members. Forty people attended the party at a local French restaurant. Most were non-JALT members and about 10 were not teachers. All tickets were sold prior to the event at 5,000 yen; 1,000 yen of each ticket going to "Save the Children." I would highly recommend doing this kind of party in other chapters to raise money for a worthy cause and to open your JALT meetings up to non-JALT members. Whether it will recruit more members to our regular JALT meetings or not, we believe it has created a more positive image of JALT to people living and working in Hiroshima both in and outside teaching circles.

Find out more about "Save the Children": <http://www.savethechildren.org/>

Find out more about what's next for Hiroshima JALT: <http://www.hiroshimajalt.com>

Find out more about what's happening in Hiroshima: <http://www.gethiroshima.com>

Submitted by Joy Jarman-Walsh
JALT2001 4 Corners Tour Coordinator

広島チャリティ忘年会

広島ＪＡＬＴは、今年、チャリティ忘年会を開催しました。その趣旨は、アフガニスタン国境付近での、女性には職業訓練、子供には教育を供給する"Save the Children"団体を助成するというものでした。私達は、アフガニスタンの人々を助ける為に、今年は何か特別なことをする必要があると感じました。もっとフォーマルなパーティーを開催し、会員以外の方も含めておもてなしをするよりも。４０名の方が、地元のフランス料理レストランでのパーティーに参加され、そのほとんどはＪＡＬＴのメンバーではなく、およそ１０名は教員ではありませんでした。

全てのチケットは前売り5,000円で、その内の1,000円が"Save the Children" に渡されました。私は、この種の資金集めのパーティー、及び、ＪＡＬＴ会議をメンバー以外の方まで含めて広く開催することを、他Chapterの人々にも強く薦めます。定例JALT会議に来る人がもっと増えようが、増えまいが、ティーチングに携わろうが、携わるまいが、広島で生活し働く人々に、ＪＡＬＴのよりポジティヴなイメージを抱いていただけたことと思います。

"Save the Children" について、もっとよく知ろう。
http://www.savethechildren.org
広島JALTの 'What's next' について、もっとよく知ろう。
http://www.hiroshimajalt.com
広島の'What's happening' について、もっとよく知ろう。
http://www.gethiroshima.com

JALT2001 4 コーナーズ　ツアー　コーディネーター
Joy Jarman-Walsh 記

SIG News

Edited by coleman south

As of this writing, one Forming SIG (Crossing Culture) has disbanded and two Full SIGs (Foreign Language Literacy & Video) have asked to be disbanded, although a merger with another SIG is possible—particularly the Video and CALL SIGs. Since there have not been clear guidelines established for the process of disbanding a SIG, the process of doing so and length of time allowed are not yet clear. Alan Mackenzie, National SIG Representative, has proposed a process which has met with general acceptance among SIG officers, and he will introduce it at the Executive Board Meeting in January. However, until then, if any JALT member has paid the ¥1,500 to participate in any of the SIGs mentioned above, there clearly should be some adjustment for you—perhaps a partial refund from JALT Central or your membership switched to another SIG of your choice, unless your SIG actually merges with another. If you are affected by the dissolution of one or more of these SIGs and want to know what will happen to your membership, please contact the National Membership Chair at <memchair.jalt.org>.

CALL—Call for participation. The CALL SIG is pleased to announce ***JALTCALL2002: Pedagogical Responsibility: Local Decisions; Global Effects,*** to be held at Hiroshima Jogakuen University on May 18 and 19, 2002. The call for participation can be found at the convention website <http://jaltcall.org/conferences/call2002>. Detailed information about

JALTCALL2002 can be obtained from the website or from the JALTCALL2002 Chair, Timothy Gutierrez; <timothygutierrez@yahoo.com>; t: 81-823-21-4771.

GALE—A new language teaching journal, *The Journal of Engaged Pedagogy*, debuted in fall 2001. This journal was inspired by African-American educator bell hooks' theory of engaged pedagogy. Many GALE and WELL (Women Educators and Language Learners) members were involved in editing, translating, producing, and (partially) financing this journal. GALE is proud to have had a hand in making this bilingual (English/Japanese) journal a reality. The editors of Vol. 1, No. 1 were the past Coordinator of GALE and the active (as of December 2001) Coordinator of WELL. The editor for Vol. 2 is GALE Membership Chair Diane Nagatomo. Journal contents include the following articles:

- "Engaged pedagogy: A new professional vision for educators" by Marie Nelson;
- "Teachers' cultures, teachers' stories" by Stephanie Vandrick;
- "Bell hooks and Japanese women" by Midori Hotta;
- "Merging life and language teaching" by Sonja Franeta;
- "A note on becoming a qualitative researcher" by Steve Cornwell;
- "Following hooks and Freire: The liberatory potential of ESL education" by Julia Menard-Warwick; and
- "Review of teaching to transgress: Education as the practice of freedom" by Diane Hawley Nagatomo.

To order, please send ¥2,250 or U.S. $22 bank check or money order to Diane Nagatomo; 2-20-12-314 Utase, Mihama Ku, Chiba Shi 261-0013, Japan. To request contributors' guidelines or information concerning the second bilingual issue (in progress), please contact Diane Nagatomo as above or email <dsnagatomo@bekkoame.ne.jp>. (Issue #2 will be bilingual English and Japanese, and Issue #3 is planned as a bilingual Spanish/English publication.)

GALE—The GALE, GILE, and PALE SIGs are cosponsoring a conference entitled ***Peace as a Global Language*** to be held in Tokyo, September 28 and 29, 2002, at Daito Bunka Kaikan (of Daito Bunka University), Nerima-ku, Tokyo (additional sponsors of this conference include WELL—Women Educators and Language Learners, JAPANetwork—AIDS information NGO, and JEE—Japan Environmental Exchange).

Currently we are seeking workshop proposals related to language teaching and peace. Presentation topics can include understanding/teaching about minority rights in Japan and internationally, labor issues, green movements, peace education, critical pedagogies, multiculturalism, gender and queer studies, terrorism and war, bullying, conflict resolution in schools, AIDS education, and other human rights and peace-related topics. Teachers of both children and adults are welcome to submit proposals, as are researchers and activists working in these areas. Presentations can be in English, Japanese, or bilingual.

For more information please contact the Coordinators of GALE, GILE, or PALE, or the Peace as a Global Language Conference Committee, c/o J. Nakagawa; 2-285 Isohara, Isohara-cho, Kita-Ibaraki shi, Ibaraki-ken, 319-1541, Japan; t: 0293-43-1755; <jane@ulis.ac.jp>; or <janenakagawa@yahoo.com>.

Learner Development—Enjoy Mt. Rokko in the autumn! The LD SIG will be holding another autumn retreat in the mountains above Kobe on October 5th & 6th. Current plans are that it will be a work-in-progress sharing of work towards an anthology of research into learner autonomy, planned for publication sometime in 2003. Stick it in your diary now and watch this space for more details! (More information now from Steve Brown; t: 0727-23-5854(w); f: 0727-21-1323(w); <brown@Assumption.ac.jp>; Miyuki Usuki; <m-usuki@hokuriku-u.ac.jp>).

Other Language Educators (OLE)—OLE has put out its third and fourth newsletters of 2001, numbers 20 and 21, this time combined in one issue. The first part contains, besides the coordinator's report for 2001, further information on JALT2001 and approaches to FL teaching (such as in the OLE-related and French workshops as well as in Prof. Tahara's Vietnamese course), which go much farther than what is done in usual FL classes. The middle section is an extensive example from an application of the Immediate Method to German. This method, having no clear border between teaching and practice, actually has students speaking and altering pieces of conversation in groups and with the teacher. The concluding part contains a discussion paper on "narcotizing" or "vitalizing," objectives of lessons, research sources for third language learning, and publishers' announcements. Copies are available from the OLE coordinator by contacting him at <reinelt@ll.ehime-u.ac.jp>.

SIG Contacts

edited by coleman south

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

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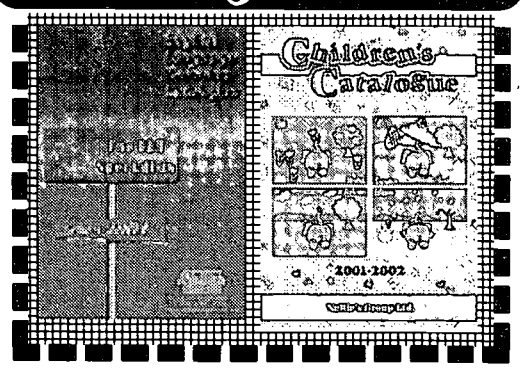

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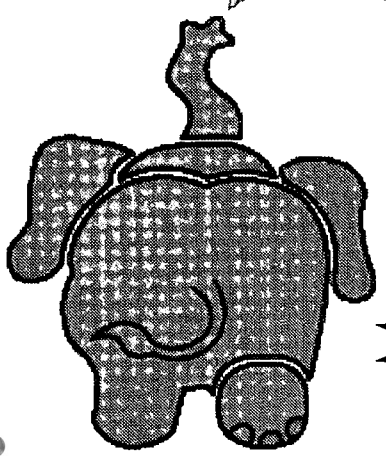

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Computer-Assisted Language Learning—Timothy Gutierrez; t: 0823-21-4771; <timothygutierrez@yahoo.com>

Foreign Language Literacy (currently requesting to be disbanded or merged with another SIG)—David Dycus (temporary coordinator); <dcdycus@asu.aasa.ac.jp>

Gender Awareness in Language Education—Jane Nakagawa; t: 0293-43-1755; <janenakagawa@yahoo.com>; <www2.gol.com/users/ath/gale>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; <www.jalt.org/global>

Help with Employment and Labor Policies—Edward Haig; f: 052-789-4789(w); <haig@lang.nagoya-u.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp>; <www.voicenet.co.jp/~davald/PALEJournals.html>

Japanese as a Second Language—Nitoguri Shin; <nitoguri@isec.u-gakugei.ac.jp>

Junior and Senior High School—Robert "Bob" Betts; t/f: 0294-54-0344; <bobj.betts@nifty.ne.jp>

Learner Development—Steve Brown; t: 0727-23-5854(w), f: 0727-21-1323(w), <brown@Assumption.ac.jp>; Miyuki Usuki; <m-usuki@hokuriku-u.ac.jp>; <www.miyazaki-mu.ac.jp/~hnicholl>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; <www.jalt.org/mwsig>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); t/f: 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>

Pragmatics—Yamashita Sayoko; t/f: 03-5-5283-5861; <yama@tmd.ac.jp>

Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); <miriamblacktesig@yahoo.com>

Teaching Children—Aleda Krause; t/f: 048-787-3342; <aleda@tba.t-com.ne.jp>

Testing and Evaluation—Tim Newfields; t/f: 052-861-2465(h); <testsig@jalt.org>; <www.jalt.org/test>

Video (currently requesting to be disbanded or merged with another SIG)—Daniel Walsh; t/f: 0722-99-5127(h); t: 0722-65-7000(w); <walsh@hagoromo.ac.jp>; <www.jalt.org/video>

Forming SIGs

Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>

Eikaiwa—Duane Flowers; t/f: 0736-36-2993; <duane@purple-dolphin.com>

Pronunciation—Veronika Makarova; t: 0298-567862(h); f: (except university vacations/holidays) 047-350-5504(w);<makarova@etl.go.jp>; Elin Melchior; t: 568-76-0905; f: 568-71-8396; <elin@gol.com>

Chapter Meetings

edited by tom merner

Hiroshima—***Swap Shop Featuring Everyone Present!*** We want to hear from you! Have you recently read a good book related to language education? Do you have a clever and successful classroom idea? If so, please talk about it for 5-15 minutes. *Sunday February 17, 15:00-17:00; International Conference Center 3F, Seminar Room 3, Hiroshima Peace Memorial Park; one-day members 500 yen.*

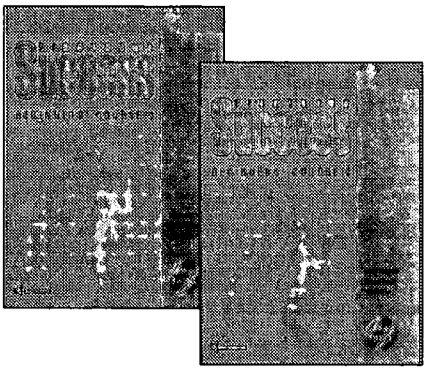
Hokkaido—***Nonverbal Communication for Language Teachers*** by Stephen Ryan. Ryan, a well-known speaker on nonverbal communication, will be presenting on exploring a number of possible interactions between nonverbal communication and language teaching. His presentations are lots of fun, so come prepared to laugh. *Sunday February 24; 13:30-16:30 (doors open at 13:00); Hokkaido International School; one-day members 1000 yen.*

Ibaraki—***General Education English Reform at Ibaraki University*** by Mary Lee Field and Nagai Noriko. The presenters will discuss their pilot program for proficiency-based, sequenced, and outcome-based General Education English. *Sunday February 17, 13:30-17:00; Mito (site to be announced); one-day members 500 yen.*

Kanazawa—***Vygotski Inspired Practical Pedagogical Strategies*** by Tim Murphey, Nanzan University. Drawing from Vygotskian Sociocultural Theory, Murphey will describe and illustrate several ways that students can reveal their mental constructing of linguistic and content material so that others might adjust to them and their Zones of Proximal Development. At the same time he will show how this revealing can enhance group dynamics and emerging language identities. The presentation will be based in part on Murphey & Jacobs' (2000) concept of critical collaborative autonomy and Murphey's (2001) application of this to the classroom. *Sunday February 10, 14:00-16:00; Shakai Kyoiku Center (3-2-15 Honda-machi, Kanazawa); one-day members 1000 yen. Information available online at http://www.hokuriku-u.ac.jp/p-ruthven/jalt/.*

Matsuyama—***English and its World View*** by Shioiri Kyoshi, Shinonome College. Language is a reflection of the world view. The presenter will examine and discuss the way words are arranged syntactically in English as a reflection of the world view of English-speaking people, and this will be contrasted with Japanese syntax and its world view. An effective method of teaching and learning English will be discussed from the point of view of the contrastive method. *Sunday February 10, 14:15-16:20; Shinonome High School Kinenkan*

English Firsthand Series



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4F; one-day members 1000 yen.

Nagasaki—***Activities and Songs for All Your Children's Classes! Bridging the Gap Between the Classroom and the Real World.*** In this practical workshop with Katherine MacKay, Longman ELT Consultant for Children's Materials, Pearson Education Japan, we will look at the different types of learning styles of children and developmentally appropriate practice for younger learners. After that, Paul Rosengrave of Pearson Education Japan will introduce how we can make teenage and young-adult classes feel real and relevant to the students by the use of content-rich, high-interest, task-based activities. *Sunday February 24, 13:30-16:30; Kotsu Center, Nagasaki Bus Terminal Building, 4F, Volunteer Center; no admission charges this month.*

Nagoya—***Songs in the EFL Classroom - Beyond Cloze*** by Robert Gee and Michael Furmanovsky, Sugiyama Jogakuen University and Ryukoku University respectively. The presenters will offer ideas on how to exploit songs in an EFL context. Both have had extensive experience with using songs which go well beyond the typical listening cloze exercises typically found in textbooks. Please come and share your ideas with the audience. *Sunday February 17, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 3; one-day members 1000 yen.*

Omiya—***Part I: Encouraging and Developing Listening Skills. Part II: Practical Techniques and Vocabulary Development for High School and Adult Students*** by Andrew Tope, Longman ELT, Pearson Education Japan. Using high-interest input, accessible tasks that clearly target specific listening goals, usable strategies, and practical tips the presenter will offer techniques for teachers looking for ways to develop the listening skills their students need to succeed outside the classroom. In the second part, the presenter will demonstrate a variety of practical activities designed to boost vocabulary and reinforce vocabulary retention for students of all levels. *Sunday February 17, 14:00-17:00; Omiya JACK Building, 6F, Room 2.*

Osaka—***Teaching Writing EFL*** by Curtis Kelly, Heian Jogakuin University. Writing instruction has been shaped by two paradigm-shaping articles: the process of writing and how different cultures organize their writing differently. Curtis will discuss the fascinating theories these articles spawned, and give suggestions for their application in class. He will also offer some suggestions on writing assignments leading to "self-discovery." *Sunday February 17, 14:00-16:30; Abeno YMCA (near Tennoji Station); one-day members 500 yen.*

Toyohashi—***Telling Stories in Class*** by Don Cherry, Hokuriku University. The presenter will work with students as they work on the language necessary to describe the events portrayed in a picture story. Students will operate at a fairly high level on, among other things, English sounds and melody, equivalent expressions, and phrasal verbs. This work will all be done by the students with a minimum of interference by the instructor. *Sunday February 17, 13:30-16:00; Building 5, Aichi University, Toyohashi Campus.*

Yamagata—***Midland of England in Terms of History, Culture, Education, and Language*** by Miranda Jackson, Geos English Conversation School, Yamagata. The presenter will speak on the above-mentioned topic in light of a global issues aspect, hopefully expecting to find some key to do away with terrorism and war with the help of foreign language acquisition and instruction. *Sunday February 3, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 800 yen.*

Yokohama—***Utilizing Tasks in Teaching English*** by Onoda Sakae, Kanda University of International Studies. The presenter will discuss the benefits of utilizing TV news clips and other kinds of audio-visual materials and explore how we can effectively utilize them to get learners to fully practice their language skills in a communication-oriented classroom. Many creative ideas regarding tasks will be introduced for the participants to employ in their classroom practice. *Sunday February 10, 14:00-16:30; Ginoo Bunka Kaikan, Kannai, 6F, Room 603, one-day members 1000 yen.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

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Fukui—Watanabe Takako; t/f: 0776-34-8334; <wtakako@vesta.ocn.ne.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

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Hokkaido—Alan M. Cogen; t: 011-571-5111; <cogen@di.htokai.ac.jp>; website <englishforum.sgu.ac.jp/~jalthokkaido/>
Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; Kobayashi Kunihiko <kunihiko@cc.ibaraki-ct.ac.jpwebsite>; <www.kasei.ac.jp/JALT/Ibaraki.html>
Iwate—Mary Burkitt; t/f: 019-647-7185; <iwatejalt@hotmail.com>
Kagawa—David Juteau; t: 0883-53-8844; <david-juteau@mailcity.com>
Kagoshima—Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>
Kanazawa—Bill Holden; t: 076-229-6153(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>
Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>
Kobe—Hirayanagi Yukio; t/f: 078-794-0401; <hirayanagi@aol.com>; website <asia.geocities.com/wm_hogue/kobejalt>
Kumamoto—Christopher A. Bradley; t/f: 096-346-1553; <dkchris@shokei-gakuen.ac.jp>; website <www.kyushu.com/jalt/kumamoto.html>
Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>
Matsuyama—Richard Blight; t/f: 089-927-8341; <rblight@eec.ehime-u.ac.jp>; website <MatsuyamaJALT.50megs.com/>
Miyazaki—Hugh Nicoll; t/f: 0985-22-8812; <hnicoll@miyazaki-mu.ac.jp>; Steve Davies <sdavies@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/sdavies/Miyazaki_pgrm/officers.html>
Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <aab28032@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>
Nagoya—Mathew White; 0565-53-9953; <matspaldingwhite@hotmail.com>
Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>
Niigata—Angela Ota; t: 0250-41-1104; <angela@cocoa.ocn.ne.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>
Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Phil Julien t/f: 0492-31-9896 <phjulien@pg7.so-net.ne.jp>; website <jalt.org/chapters/omiya/index.htm>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <johnw@sda.att.ne.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@iwa.att.ne.jp>
Shinshu—Tami Kaneko; t: 0266-53-7707; f: 0266-73-3899; <tami@clio.ne.jp>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Conference Calendar

edited by lynne roecklein

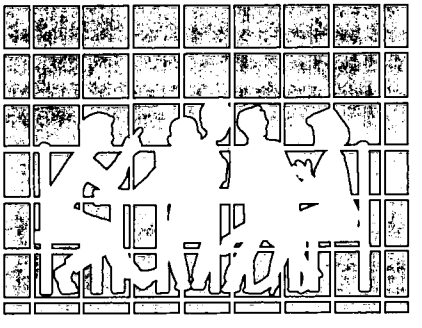
New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus February 15th is the deadline for a May conference in Japan or a June conference overseas, especially for a conference early in the month.

Upcoming Conferences

February 16, 2002—***The 2002 KATE National Conference—English Education: Focus on the Classroom***, at Chosun University, Kwangju, South Korea. Presentations on a wide range of topic areas, from those targeting specific levels to considerations of music, art, and literature in the EFL Classroom, action research, language/culture awareness in the classroom, alternative approaches and methodologies, and more. For more information, contact Sang-ho Han, Conference Coordinator; School of Foreign Languages and Tourism, Kyongju University, San 42-1, Hyohyun-dong, Kyongju 780-712, South Korea; t: 82-54-770-5135; <singhap@chollian.net>.

March 20-22,2002—*TESOL Arabia 8th Annual International Conference 2002: Critical Reflection and Practice*, at the Abu Dhabi Hilton Hotel, Abu Dhabi, United Arab Emirates. Heading up a 150-presentation academic program is a roster of invited speakers which includes Keith Richards, Bonny Norton, Robert Phillipson, Stephen Gaies, Suresh Canagarajah, Graham Crookes, Adrian Holliday, Tove Skutnabb-Kangas, and Barbara Sinclair. The conference will also feature an educational materials exhibition and sale, institutional visit options, a job fair with onsite interviews, and an extensive social program. Pre-register by February 13th for a sizable reduction in fees. Registration forms and much else besides can be found online at <tesolarabiaconference.org>. Direct any registration questions to Sandra Oddy at <registration@tesolarabia.org>, by snail mail at Al Ain Women's College, PO Box 17258, Al Ain, United Arab Emirates, or by fax at 971-(0)3-7622920. For general inquiries, email Les Kirkham at <leslie.kirkham@hct.ac.ae> or contact Zafar Syed; <z.syed@mli.ac.ae>; Military Language Institute, PO Box 31529, Abu Dhabi, United Arab Emirates; t: 971-(0)50-6169811; f: 971-(0)2-6421307.

April 5-7, 2002—***Bilingualism & Multilingualism: The 47th Annual Conference of the International Linguistic Association***, to be held at the downtown campus of the Osgoode Hall Law School of York University, York University, Toronto, Canada. See the conference website at <www.ilaword.org/ilacall2002.html> for somewhat more information. Further contact: Johanna J. Woltjer, Conference Coordinator; 511 West 112 Street #14, New York, NY 10025-1634, USA; t: 1-212-749-3366; <ilaconf.woltjer@gte.net>.



April 6-9, 2002—*AAAL (American Association of Applied Linguistics) Annual Conference: (Re)Interpreting Applied Linguistics*, Sheraton Conference Center, Salt Lake City, Utah, USA. In colloquia and paper sessions, in plenaries and in the book exhibit, participants will see ideas being generated, disciplinary boundaries crossed, and research disseminated about issues and concerns in, for example, language policy, language acquisition, language pedagogies, or translation and interpretation. Among the five plenary speakers this year are Kees de Bot of the University of Nijmegen, the Netherlands, on "Language, memory, and aging," Braj B. Kachru of the University of Illinois at Urbana-Champaign on "Anatomy of an encyclopaedia: Constructs of knowledge in applied linguistics," and Cynthia Selfe of Michigan Technological University on "Rethinking technological literacy: Language practices and values in a technological world." Paul Kei Matsuda of the University of New Hampshire will offer a colloquium on "Changing currents in second language writing research," while AAAL and ILTA will conduct a joint colloquium, "Drawing the line: The generalizability and limitations of research in applied linguistics." See the conference website at <www.mrhassoc.com/aaal2002/conferencehighlights2.htm> for more detail about this manageable, quieter, more theoretically oriented conference which immediately precedes TESOL 2002. For further information, email <aaaloffice@aaal.org>, or write to the AAAL Business Office, PO Box 21686, Eagan, MN 55121-0686 USA; t: 1-952-953-0805; f: 1-952-431-8404.

April 9-13, 2002—***TESOL 2002: Language and the Human Spirit—The 36th Annual International Convention and Exposition***, to be held in Salt Lake City, Utah, USA, at the Salt Palace Convention Center and the Marriott Downtown City Center. Explore the website at <www.tesol.org/conv/index-conv.html> for extensive information about the academic sessions and speakers, forums, symposia and institutes, the job search workshops and job fair, the CALL Electronic Village and On-line Sessions, educational visits, energy breaks, a Swap Shop and more. Pre-registration ends on March 1; online pre-registration is available. For further information, use the online form at <www.tesol.org/global/request.html> or contact the office directly at: Teachers of English to Speakers of Other Languages, Inc. (TESOL), 700 South Washington Street, Suite 200, Alexandria, Virginia 22314 USA; t: 1-703-836-0774 (business hours); f: 1-703-836-7864 or 703-836-6447; Fax on Demand: 1-800-329-4469.

Calls for Papers/Posters
(In order of deadlines)

February 15, 2002 [11:59 p.m.] (for November 22-24, 2002)—***JALT2002: 28th Annual International Conference on Language Teaching and Learning & Educational Materials Expo: Waves of the Future***, at Granship, Shizuoka, Shizuoka Prefecture, Japan. The thrust of this year's conference is to explore trends that will have ramifications far into the 21st century. Papers (25 minutes), workshops and demonstrations (45 or 105 minutes) or poster sessions (2 hours) focusing on classroom practices, research and theory, or

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both are welcome. For a detailed list of topics and instructions for submission, see the Call for Presentations at <jalt.org/jalt2002/>. Only web submissions will be accepted. No link for further information is provided.

February 17, 2002 (for September 28-29, 2002)—***Peace as a Global Language***, a joint SIG conference cosponsored by GALE, GILE, and PALE to be held at Daito Bunka Kaikan, Daito Bunka University, Nerima-ku, Tokyo. We seek workshop proposals related to language teaching and peace. Themes include understanding/teaching about minority rights, labor issues, green movements, peace education, critical pedagogies, multiculturalism, gender and queer studies, terrorism and war, bullying, conflict resolution in schools, AIDs education, and other human rights and peace-related topics. For information please contact the coordinators of GALE, GILE, or PALE, or the Peace as a Global Language Conference Committee, c/o J. Nakagawa, 2-285 Isohara, Isohara-cho, Kita-Ibaraki-shi, Ibaraki-ken 319-1541 Japan; t: 0293-43-1755, email <jane@ulis.ac.jp> or <janenakagawa@yahoo.com>.

Reminders—Upcoming Conferences

March 23-27, 2002—***36th International Annual IATEFL Conference***, to be held at The University of York, U.K. Plenary sessions will be given by Leni Dam, Diane Larsen-Freeman, Peter Skehan, Martha Pennington, and B. Kumaravadivelu, and there will be an extensive ELT Resources Exhibition. See the IATEFL website at <www.iatefl.org> or email <generalenquiries@iatefl.org> for information. For further details on all aspects of the conference and exhibition, contact IATEFL; 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-(0)-227-276-528; f: 44 (0)-227-274-415.

Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365); Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Shiga-ken, Hikone City—The University of Shiga Prefecture is seeking a part-time native English teacher beginning April 2002 to teach two classes on Tuesday mornings: 9:00-10:30 and 10:40-12:10. **Duties**: Teach first-year university students with about 40 students in a class for two terms. The first term runs from April to the end of July and the second term from October to mid-February. **Salary & Benefits**: 8,000 to 12,000 yen/*koma* plus transportation. **Qualifications**: MA; college teaching experience; publications and/or academic presentations; visa permitting work required/preferred. **Other**: Campus is located one hour by local train from Kyoto plus a 10-minute bus ride. **Application Materials**: Apply with CV/resume; preferably an English and a Japanese version. **Contact**: Walter Klinger; University of Shiga Prefecture, 2500 Hassaka-cho, Hikone 522-8533; t: 0749-28-8267; f: 0749-28-8480; email: <wklinger@ice.usp.ac.jp>.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD. **Duties**: teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary and Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. **Contact**: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Tsukuba City, Ibaraki-ken—Meikei Junior High/High School is looking for a part-time native-speaker English teacher to start work in April 2002. **Qualifications**: BA or BSc with some EFL

experience; basic Japanese language ability preferable. **Duties:** teach 10 to 18, 45-minute classes/week; help with department events such as English plays, speech contests, etc. **Salary and Benefits:** Salary is competitive and based on experience; a twice yearly bonus; a contract renewable on a yearly basis subject to performance. **Application Materials:** CV/resume; a photo; two references; a copy of degree/diploma. **Deadline:** ongoing until filled. **Contact:** Okubo Masahiko; Meikei High School, 1-1 Inarimae, Tsukuba-shi 305-0061; t: 0298-51-6611; f: 0298-51-5455; email: <okubo@meikei.ac.jp>. **Other information:** There is a compulsory interview; only applicants considered suitable for the position will be interviewed.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org> and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

Bulletin Board

edited by Timothy Gutierrez

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.

Calls for Participation

The Pan-SIG Consortium would like to invite you to participate in a joint SIG conference with the following themes: "Practical and Theoretical Aspects of Bilingual Development and Education" by the Bilingual (BIL) SIG, "Curriculum Innovation" by the College University Educators (CUE) SIG, and "Language Testing in the 21st Century" by the Testing and Evaluation (T&E) SIG, to be held at Kyoto Institute of Technology, May 11-12, 2002. The Testing and Evaluation SIG will have guest speaker Dr. James D. Brown from the University of Hawaii. Please refer to the URLs below for further information. Bilingual Development Forum 2002 (BILDF): Practical and Theoretical Aspects of Bilingual Development and Education, <http://res.ipc.kit.ac.jp/~pwanner/>; CUE SIG Conference 2002: Curriculum Innovation, <http://www.wild-e.org/cue/conferences>; Testing and Evaluating SIG Conference 2002: Testing and Evaluation in the 21st Century, <http://jalt.org/test/conference.htm>.

Other Announcements

Nepal English Language Teachers' Association (NELTA)—9th International Conference will be held in Kathmandu from February 22-24, 2002. The theme is "Evaluation in ELT." For presenter's proposal form and registration details please contact: Mr. Ganga Gautam at <ggautam@wlink.com.np> or Mr. Jai Awasthi at <awasthi@enet.com.np>.

Elsevier Science are delighted to announce a NEW journal for 2002. *The Journal of English for Academic Purposes* (JEAP) has been created to serve the interests and needs of teachers, learners, and researchers engaged in all aspects of the study and use of English in academic (EAP) contexts. JEAP has received enthusiastic support from EAP researchers and practitioners around the world and has been adopted as the official journal of BALEAP, the British Association of Lecturers in English for Academic Purposes. *The Journal of English for Academic Purposes* is edited by Liz Hamp-Lyons, The Hong Kong Polytechnic University, and Ken Hyland, City University of Hong Kong, ably assisted by a distinguished international editorial board. For further information on this exciting new journal, subscription information, and details on how to submit a paper, please visit: <http://www.elsevier.com/locate/jeap>.

Elsevier Science are pleased to announce that the journal *Assessing Writing* has a new editor: Liz Hamp-Lyons, of The Hong Kong Polytechnic University. Ably assisted by a distinguished and newly internationalised editorial board, Hamp-Lyons has broadened the scope of the journal to reflect the concerns of teachers, researchers, and writing assessment specialists from around the world. In recognition of the new international scope of the journal, it will now be called *Assessing Writing: An International Journal* and the first issue to incorporate these changes will come out in spring 2002. For further information on this journal, subscription information, and details on how to submit a paper, please visit <http://www.elsevier.com/locate/asw>. Reserve your FREE sample copy of *Assessing Writing* now by sending an email to: <l.roberts@elsevier.co.uk>. Please don't forget to provide your full postal mailing address! The abstracts from each issue of *Assessing Writing* will be available FREE to all browsers via <http://www.SocSciNet.com/linguistics>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in TLT style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented and researched articles of up to 3,000 words. Analysis and data can be quantitative and qualitative (or both). Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and subheadings (boldfaced or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・　真は、本文の中には入れず、　紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、　文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、１５０ワード以内の英文要旨、１００ワード以内の著者の和文略歴を　紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙１０～１５枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。

紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは１，０００字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。　紙に、英語のタイトル、著者・所属機関のローマ字表記、２００ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の２カ月前の１５日にJALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2 カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2 カ月前の１５日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1 週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の２０日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載がJALT Executive Board の方針です。

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JALT

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 40 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. Local **chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gifu, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama.

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate); Pragmatics (affiliate); Applied Linguistics (forming); Eikaiwa (pending approval); Pronunciation (pending approval). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し，日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各ＪＡＬＴの支部で毎月もしくは隔月に１回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に４０の支部と1 つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、岐阜、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜。

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育（準分野別研究部会）、外国語リテラシー（準分野別研究部会）、ジェンダーと語学教育（準分野別研究部会）、語用論（準分野別研究部会）、応用言語学（結成段階）、英会話（未承認）、発音（未承認）

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て（日本の銀行を利用してください）、ドル立て（アメリカの銀行を利用してください）、あるいはポンド立て（イギリスの銀行を利用してください）で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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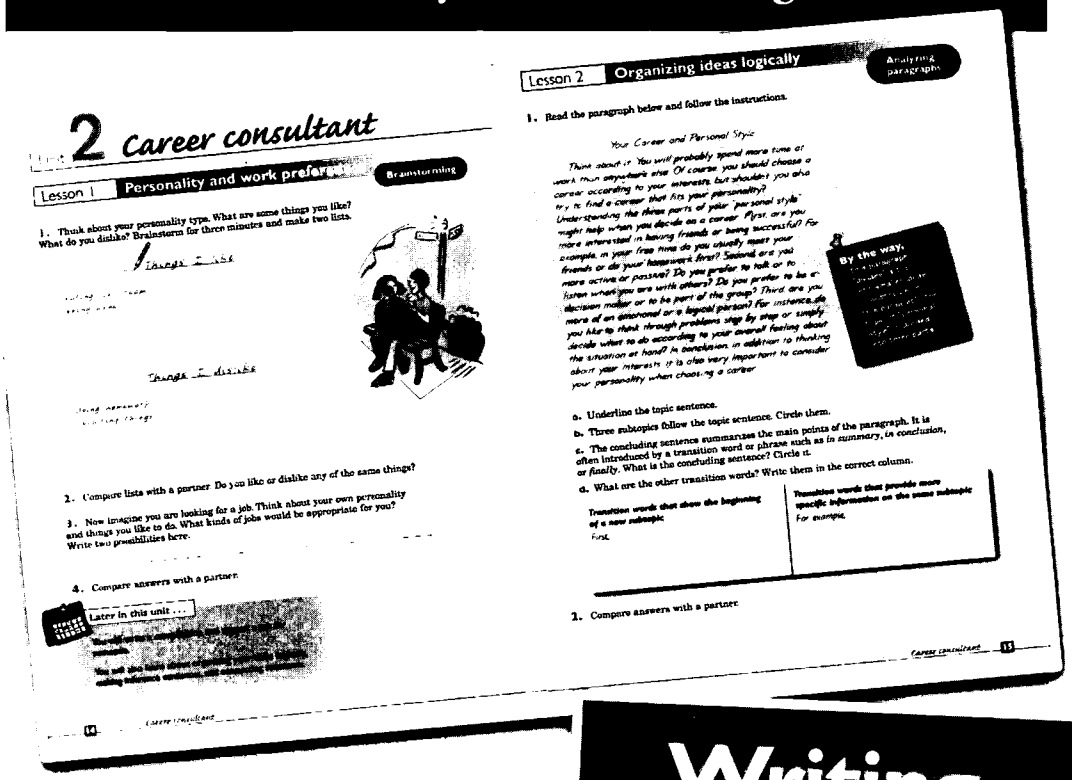
A better way to teach writing...



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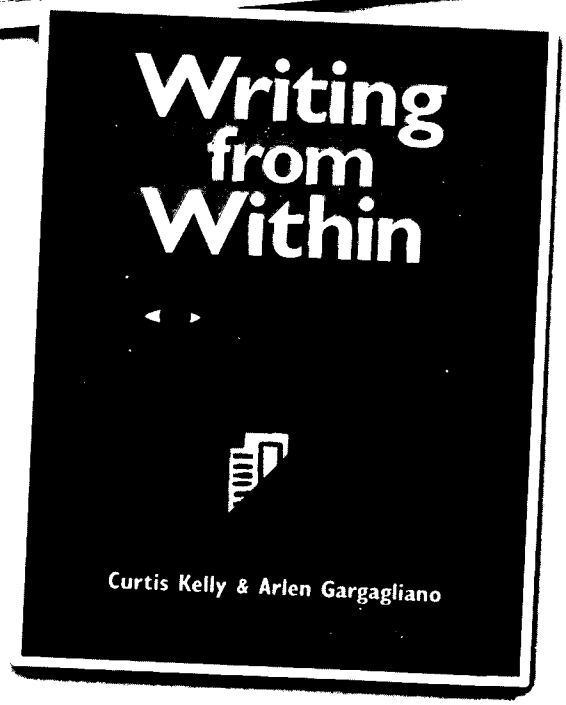

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