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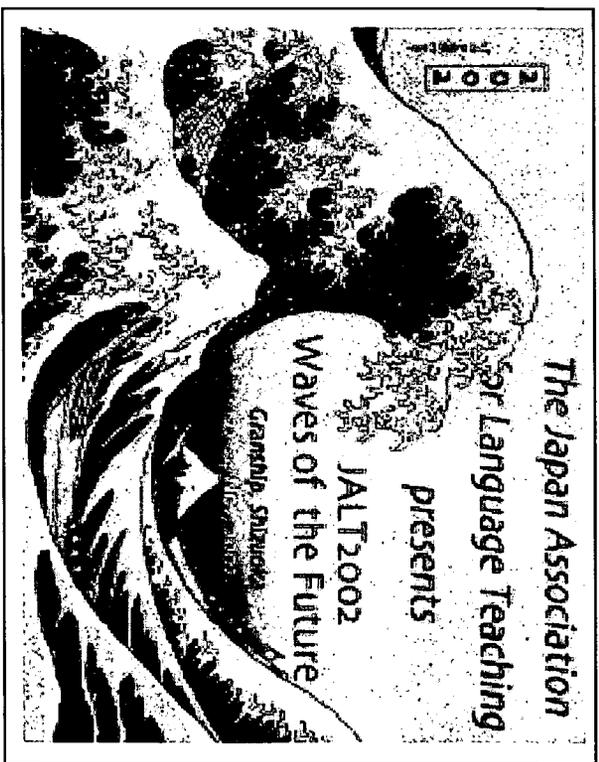
PLENNARY

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Last month's issue of *The Language Teacher* was full of great information and data on reading, speaking, and grammar which we hope you found useful. However, you may have noticed the lack of a Readers' Forum column in the April *TLT*. For those of you who missed the RF—and even for those of you who didn't—this month's *TLT* sports three Readers' Forum articles. They cover three quite varied areas of focus: self-reflection as a teacher, special problems of international families in Japan, and last but certainly not least, classroom activities for students based on the theme of World Cup 2002.

First, David Jeffrey and Gregory Hadley outline a -keeping project that Jeffrey undertook in order to evaluate his own progress as a teacher. The authors encourage the use of diaries, among other forms of recordkeeping, for the insight and perspective that arise from taking the time to pause and record your thoughts about teaching. Next, Frank Daulton discusses his interviews with several international families living in Japan. His aim is to verify what kinds of strategies these families use with their young pre-school and school-age kids to avoid the problem of *ijime*. The efforts of these families show that it's never too early to start taking steps to halt bullying.

The third article, by John Liontas, arrives just in time for Japan's great summer event of 2002, the World Cup soccer tournament. Liontas provides several ideas and activities for making the most of this international sporting event with your students.

We hope you'll find these Readers' Forum articles timely and beneficial.

—Scott Gardner
Co-Editor

先月号の*The Language Teacher*は、リーディング、スピーキング、文法に関する多大な情報とデータを提供していました。読者の皆さんにとって有益であったことを願っています。しかしながら、4月号の*TLT*には、Readers' Forumがなかったことにお気づきの方も多かったのではないのでしょうか。今月号は、3つの論文を掲載しています。これらは、それぞれ、教師の内省、日本在住の外国人家族の抱えている問題、サッカーのワールドカップをテーマとしたアクティビティの紹介など幅広い分野を網羅しています。

まず、David JeffreyとGregory Hadleyは、日記をつけるプロジェクトを概略しています。このプロジェクトは、Jeffreyの教師としての成長を評価するために始められたものです。著者は、様々な記録方法の中で、日記の使用を推奨しています。時間をとって自分の授業に対する考えを記録するとき、様々な見識や観点が生み出されるのです。次に、Frank Daultonは、日本在住の外国人家族にインタビューしています。「いじめ」問題を回避するために、幼稚園や学校に通っている子どもと家族がとっているストラテジーを検証しています。いじめをなくすために行動を起こすのに、早すぎるということはないということを、外国人家族の努力が物語っています。

最後は、John Liontasがタイムリーな論文を投稿してくれました。彼は、「2002年日韓共催サッカーワールドカップ」を授業に取り入れるための、様々なアクティビティを紹介しています。

皆さんがこれらの論文をタイムリーで有益であると感じていただけることを願っています。

Scott Gardner
Co-Editor

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Balancing Intuition with Insight: Reflective Teaching through Diary Studies

David Jeffrey and Gregory Hadley
Niigata University of International and Information Studies



David Jeffrey Gregory Hadley

At the beginning of a teaching experience in a new culture, the language teacher's interpretations of what occurs in the classroom are frequently based more on intuition than insight. Because perceptions of the learners and the culture can have far-reaching effects on the motivation of language teachers and the affective nature of their classroom instruction, it sometimes is necessary for teachers to pause and reflect upon the validity of their personal assumptions. The question for many, if not most language teachers, however, is how to embark on a journey of professional self-reflection while maintaining their typically busy schedules. One possible answer to this dilemma may be found in keeping a focused, short-term journal, or diary study.

Diary studies have had a long history of use in English teaching (Maneekhao & Watson Todd, 2001; McDonough, 1994; Thornbury, 1991; Lowe, 1984). They are usually personal accounts of teaching a language (in the case of a teacher) or of learning a language (in the case of a student). Bailey (1990) states that diary studies are "documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events" (p. 215). Diaries have wide ranging applications. Nunan (1992) remarks "they have been used in investigations of second language acquisition, teacher-learner interaction, teacher education, and other aspects of language learning and use" (p. 118). Bell (1993) adds that they are "an attractive way of gathering information about the way individuals spend their time.... [T]hey can provide valuable information about work patterns and activities" (p. 102). Jarvis (1992) explored the use of learner diaries with in-service teachers in a short methodology course in order to help teachers become aware of the importance of self-reflection for pedagogic innovation. She summarized the experience by saying that "those who succeeded in reflecting on practice, seem also to reveal a heightened sense of their own responsibility for their learning and for changing

their teaching. They seem to have more confidence in their own ability to act" (p. 142).

In this paper, we will explore the benefits and difficulties of undertaking a diary study, based upon our personal experience. Readers will notice a shift between *I* and *we* during the narrative of this report. The first person singular indicates David Jeffrey, who was the classroom teacher and kept a diary of his teaching experiences over a two-week period. The first person plural signifies the inclusion of Gregory Hadley, whom Jeffrey sought early in the project because of his expertise in diary studies and knowledge about methods of analysis. We begin by describing the setting of this project.

The Setting

This study took place in our university's Communicative English Program (CEP), a semi-intensive English as an International Language (EIL) program that encourages students to speak English in a relaxed, confident manner, and focuses on Japanese issues as they relate to the international setting. Small classes of 22 learners are streamed into six distinct levels of language proficiency, and meet once a day from Monday to Friday where they study courses that focus on oral communication, listening and reading skills. The diary study concentrated on the oral communication classes taught by the first author.

The Diary Study

Although I had taught in English language schools, I had difficulties in adjusting to CEP's coordinated curriculum and in relating to university students. I often worried that the students perceived my classes negatively. Tired of wondering if things were really

本稿は、筆者の個人的な経験による教師日誌分析 (a teacher-diary study) を主題とする。それは、教場での経験を自省する一つの方法である。新任教師たちは、混乱や誤解を生み出しかねない教場での出来事を解釈するにあたって、直観に頼ることが多い。そうした出来事は、多くの場合、まったく検証されない個人的な憶測のままにおかれてしまう。出来事の記録をつけ、記入した事柄を解釈すること、これは、教場での出来事より客観的な自省を可能にし、直観と実践的な洞察との比較考量を促し、かくして筆者自身の教師としての成長に有意義なものとなった。このような日誌分析が何ゆえ望ましいと考えられるか、それはいかにはじめられ遂行されるか、そしてその主要な発見をどのように共有するかという観点から、本稿では可能な限りシンプルかつ明確にこの日誌分析を読者に提示する。教場での経験を自省するすべての方法がそうであるように、日誌分析にも固有の欠点がある。しかし本稿は、教場内での複雑な力学をよりいっそう明確に理解するという個人的な利点によって、その欠点は相殺されると考える。

the way they appeared to be, I decided that a diary study, based on honest reflections, seemed an interesting avenue of inquiry. Perhaps a less time-consuming method to look at my teaching, such as videotaping, would have been appropriate, but I also wanted to take a thorough route and truly begin to understand more about my teaching environment and myself.

To set the diary process in motion, we devised a checklist for use in the classroom that would keep my thoughts focused and help me write down short notes to assist with the writing up of entries after the class. The checklist was comprised of the following categories:

- Students initiating a conversation
- Students maintaining a conversation
- Students asking questions in a conversation
- Students closing a conversation

I wrote the diary entries immediately after each

class, and tried to focus not only on my emotions, but also on what I actually witnessed during my lessons. I wanted to put some distance between me and my emotions to find out if the affective issues in my classes were truly as poor as I thought they were, and also to determine if what I was seeing in class came from concrete observations or simply from my own suppositions.

I accepted the importance of substantiating my diary assertions as much as possible in order to "support reflective comments with examples from class sessions or actual language data" (Bailey, 1990, p. 221). I included as many specific examples of my own responses and classroom events. This was to ensure that the later analysis would be based on clear and open personal reflections.

We first undertook a two-week pilot study to establish the workability of the diary study and the method of analysis. We did not find any issues that needed to be modified. The WordSmith Tools program (Scott, 1997) was tested using the data from the pilot study. This program is normally utilized in creating concordances as an aid to studying corpora (Johns, 1994), but we found that it could be an ideal tool for analyzing the prominent features of my diary, which was a corpus of my thoughts and reflections of what took place in my classes. During the pilot study, however, only the second author had access to the pilot study analysis, because my

knowledge of this data might bias my observations during the actual project.

The Results

From the program, the main keywords in my diaries were *feel, good, enjoying, trying, happy, conversation, satisfied, confidence, and motivation*. Looking at concordances of sentences and paragraphs where these most frequent words occurred paved the way for several insights into my teaching and interaction with my learners.

Affectively, the diary entries suggested that there was a good atmosphere in all the classes. I had been concerned about this, as I had not been sure whether my students were trying to look happy in order to please me, or if they genuinely were so. The diary seemed to provide more evidence that the learners were pleased with the quality of the classes. Space will allow for only a few excerpts from the diary:

I saw this class face quite a hurdle today, with the new challenge to allow for even more conversation time.... I

acted merely as a facilitator and put things more in their hands, but I was very impressed to see their determination to succeed.... It was good to see them enjoying what they were doing too—lots of smiles and laughter, but with all the necessary discipline.

Observations such as these began to help me to get personal satisfaction from teaching the classes. I became aware that when I felt confident while teaching, it would seem to instill confidence in the students, who appeared to perform better. This in turn would contribute further to my motivation as a teacher (an issue much ignored in the literature). I started to realize that teachers and students, far from being separate entities, have a more synergistic relationship than I had previously thought. As one excerpt reveals:

I really noticed today how many students speak much better English now than they did at the beginning of the year, and with the necessary confidence too.... I'm always smiling, encouraging them and behave in a happy and confident manner, and it seems to motivate the students.... We have grown together in confidence through this experience.

There seem to be fewer barriers now between my learners and me, and our energies now seem more focused on the task of language learning. While en-

I became aware that when I felt confident while teaching, it would seem to instill confidence in the students, who appeared to perform better. This in turn would contribute further to my motivation as a teacher.

gaged in the pressures of day-to-day teaching, my progress and that of the learners seemed to be static, but the diary gave me a chance to realize that we all had come a long way.

The diary also highlighted considerable room for improvement on the practical side of my teaching by bringing to my attention the need to concentrate more on the management of activities in the classroom:

I concentrated a lot on my technique, especially the transitions between activities. I've noticed that I can cut down a lot on time here too, and especially on my talking time, but it is a hard thing to achieve in practice and I suppose it takes time to get it right. Easy in theory, but hard in practice! So I want to concentrate on trying to refine these activities more and more in the next lesson and in the lessons that follow after that.

Not only did I need to cut back on the amount of time I spent in explaining tasks to learners, I also needed to become more of a facilitator during class activities. Upon further reflection, I also accepted the fact that some experience is acquired over time, and that I needed to be patient. Many of my colleagues have been teaching for over ten years, and often I was feeling bad for not being able to do what they could. The diary study helped me reconsider my situation, and to relax.

For the first time, the impact of my teaching style and my relations with the students became clearer. When I was not overly identifying my self-worth with the responses of the students, my classes seemed to go better. I came to the realization that it is best for me to keep things simple in the classroom, but set achievable standards for the students during the lessons. Success for me seemed to lie in guiding the learners to completing several simple language tasks well, rather than creating more unnecessary work through complexity.

The focus of the diary study also helped me to see interesting student behavior that had previously gone unnoticed. I became aware that many of the learners would subtly reflect back to me my facial expressions. I purposely

changed facial expressions several times during the lesson, and noticed that roughly half the students copied and changed as I did. I concluded that I had more influence on the students than I had thought, and was reminded that teaching English entails more than merely the transfer of a skill or knowledge.

Diary Drawbacks

Diary studies take a lot of dedication because they are not as simple as one might believe; they are time-consuming and can become laborious. Bailey adds that "in order to really learn from the record, the diarist should re-read the journal entries and try to find the patterns therein" (1990, p. 224). It would

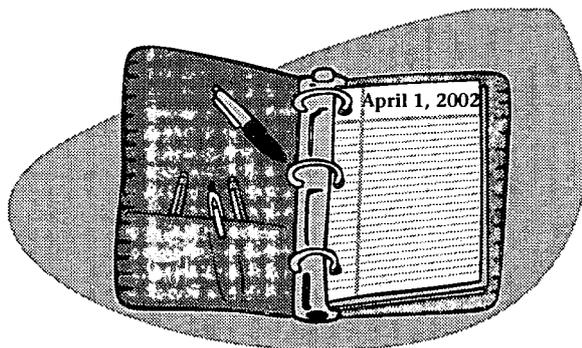
For the first time, the impact of my teaching style and my relations with the students became clearer.

also be a mistake to believe that diary studies are an easy substitute for conventional research methods. While the writing up of a diary is less demanding than preparing and undertaking questionnaire research, Henderson, Morris, and Fitz-Gibbon (1987, p. 31) point out that a diary takes much longer than conventional research methods to interpret properly once it has been written up. Although WordSmith Tools (Scott, 1997) was a great help in finding the regular patterns within the diary, the overall process was still time-consuming. Language teachers considering undertaking a diary study should not overlook these limitations.

Despite these drawbacks, however, it does seem that the advantages ultimately outweigh the disadvantages, so long as the writers of the diaries are

dedicated to examining what they have written. Doing so may reveal aspects of their teaching that can lead to a deeper understanding of themselves and their students. Writing and analyzing my diary was a motivational experience for me. It helped me develop a better self-awareness and gave me the confidence needed to experiment with new teaching

techniques, and also heralded a powerful transformation in my thinking and in my attitudes towards my students.



Conclusion

There are many methods teachers can use to analyze and reflect on their work. Recording thoughts on tape for brief periods in and out of the class, taking videotapes of lessons, or simply talking with a sympathetic colleague are all helpful methods available to language teachers. Teachers should find what works best for them, as what works for one person does not necessarily work for another. Based upon the experiences of this study, however, we would suggest that taking the time to put one's thoughts down in writing seems to be one of the most practical and beneficial means of language teacher self-analysis.

We feel that focused, short-term diary studies may provide a rewarding experience for new and experienced teachers alike. Although the process can be time-consuming, diary studies can help language teachers better understand themselves and their learners, and foster greater understanding of the complex dynamics within their classrooms.

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Biracials and Bullying: Preparing Kids for School

Frank E. Daulton, Ryukoku University



In Japan, biracial children (i.e. of one Japanese and one non-Japanese parent) may be particularly vulnerable to bullying (*ijime*). Anecdotal accounts, including those of the Amerasian children of Okinawa (e.g. Maeda, 1998), suggest that bullying against biracials is particularly common. Quantifying this is problematic (e.g. defining bullying, locating biracials) and probably unnecessary. That victims of bullying are usually those seen as different or weak is a given, and Japanese biracials are different in appearance and often weakened by their marginalization in society. As for severity, even a normally harmless taunt—directed towards someone who endures daily, subtle attacks on their self esteem and membership in society—is necessarily more harmful.

Parents of biracials must strive to enable their children to flourish when faced with misunderstanding or even mistreatment. This paper will seek to determine what proactive steps parents may already be taking by summarizing interviews with four international families. The common characteristics of these otherwise diverse families were: their children had yet to enter school, or had recently just begun; and they resided in Niigata prefecture. Their comments revealed their unique situations and outlooks.

Preparing Children Against Bullying

The JALT Bilingual SIG publication *Bullying in Japanese Schools: International Perspectives* (Gillis-Furutaka, ed., 1999) contains valuable accounts by various families concerning children and bullying. These accounts, considered together with other published research, led Daulton & Seki (2000) to deduce four proactive “strategies” in the TLT article “Bullying and Biracial Children in Japan.”¹ While these strategies could be applied to any child in a bullying situation, they are particularly crucial for biracials for reasons addressed below. The strategies were: 1) maintaining good communications; 2) encouraging children to “stand up” for themselves; 3) building self-esteem; and 4) instilling a strong sense of right and wrong. It was suggested that parents could uti-

lize these strategies at home, in addition to what can later be accomplished through the curriculums and administrations of schools.

For the present paper, the international families were asked questions related to these strategies in a general and non-leading way. To protect anonymity, names are withheld, and the four parents quoted in this paper are given aliases:

	Mother	Father	Child(ren)
Family 1	“Helen”—America	Japan	age 4 daughter
Family 2	Brazil	“Junichiro”—Japan	age 2 daughter
Family 3	Philippines	“Ryusuke”—Japan	age 9 son
Family 4	Japan	“Leroy”—America	age 5 son, age 3 daughter

1. Keeping open the lines of communication

Good communication allows children to feel their parents' love and support. It also raises children's awareness of when they are being bullied, which is not always apparent (Fried & Fried, 1996, p. 2). But good communication requires effort, especially as children tend to feel that confiding with someone about bullying is shameful. Presenting further challenges are the multiple languages (and language backgrounds) present within international families. In the interviews, it was found that while parents appreciate the importance and difficulty of establishing communications over time, approaches differed in connection to the gender of the child involved. Furthermore, it was suggested that intuition can facilitate communication.

Junichiro says, “I want to create a family environment where we can talk about any problem.” To encourage this, Junichiro strives to understand the interests and slang of young people. Similarly, the mother, a Japanese-Brazilian, is improving her Japanese ability, as Japanese will be the primary language of their two-year-old daughter.

“Your communication with your child isn't guaranteed,” says Helen, an American. “It's something

日本の混血児は特にいじめに傷付きやすい。混血児の親は子供が誤解や虐待に直面した時どのようにすれば彼等を元気づける事が可能であるかを明確にしなければならない。TLTの記事“Bullying and Biracial Children in Japan” (Daulton & Seki, 2000) によると国際結婚の夫婦が混血児である彼等の子供が未来に直面するであろういじめについて準備するべきである4つの作戦が提案されている。これらの戦略をすでに国際結婚の夫婦によってすでにとられている手段と比べるためまだ未就学児と就学したばかりの子供の親にインタビューが行われた。インタビューで分かった事は性別や混血であることに関しての親の認識を含め「状況によって違いがある」と言う事であった。そしてDaulton & Sekiによる4つの戦略は大体が支持されているが、それぞれの家族はユニークなアプローチを作っているということである。

that you have to work on." She notes how Japanese culture and traditional role models discourage communication, especially for male children. Helen explains:

I think, to a certain extent, one of the reasons why *ijime* is very bad here is because there isn't a lot of openness for communication, especially for boys. I mean, "Dad" doesn't communicate, so where do you learn it?

Parents of biracials must strive to enable their children to flourish when faced with misunderstanding or even mistreatment.

Gender affects expectations of communication. Leroy, also an American, says: "I tell [my son], 'Sometimes people are bad and you just have to ignore them.' I'll tell that to [my daughter], but I'll say, 'You have to ignore them, and then you tell Mommy, you tell Daddy.'"

Whether communication seems to flow freely or not at all, parents must employ their intuition. Helen says, "I think parents have to be able to look at their children and [know] when something is bugging them." Helen describes how, tipped off by her intuition, she eventually got her daughter to open up:

[Changing schools] was very stressful for her. But she didn't come out and say it ... She would say, "I think I'll stay home today" [and I would say,] "No, no, no. You really have to go. What's the real problem?" So it takes a little bit of questioning, and asking her and letting her know that she can talk about it. And then she will.

Although efforts may fail, these families are bettering their odds by encouraging good communication early on. This is crucial, for if parents take communication for granted, the enduring in silence they overlook does not necessarily mean the children are standing up for themselves.

2. Encouraging children to stand up for themselves

While alternatives to violence must be taught (Fried & Fried, 1996, p. 29), and although retaliation of any kind can escalate the cycle of revenge, children who don't stand up for themselves are most likely to receive further aggression (p. 21). The four fami-

lies interviewed concurred that it is best for children to resolve conflicts on their own, but ideas diverged regarding when parents should intervene. Moreover, along with some parents' concerns about their children overreacting, there is also a sophisticated awareness of "strength."

Leroy says, "A kid's gotta fight their own battles...and they have to learn to live in society." He has already seen his five-year-old son stand his ground: "[He] was playing catch one day [with boys down the street] and something cranked up. And [he] stood his ground and said he was Japanese and didn't cry and just started stomping his feet, and they let it go."

He will encourage his five-year old son—but not his three-year old daughter—to handle problems on his own. "You run into [their] being a 'crybaby' or being able to stand up...and live their own life."

Helen's similar sentiments extend to her four-year old daughter: "If a parent always steps in, the child only learns to run to an authority figure—and what if one isn't available?" Helen has considered having her daughter learn karate. "I feel she needs the discipline to feel strong as an individual—then, whatever comes, she can deal with it."

Yet parents naturally feel conflicted about leaving their children to fend for themselves, as some situations may be overwhelming. Thus, perceived danger becomes a gauge of when to intervene. Leroy says: "If my kid's in a fight that's above regular kid fighting, I'll take care of it by going to the home. And if I don't get results there, I'll take care of it by going to the kid directly."

However, Junichiro feels that adults must always be involved because children's society is so harsh. He would even report physical bullying to the police. Although such intervening is often felt to encourage victims' weakness, the opposite is possible. A strong reaction from parents sets an example that bullying must not be tolerated. Junichiro says, "If

Having a sense of right or wrong allows all children to recognize injustice, helping to prevent them from becoming victims, bullies, or passive observers.

the parents react strongly, then the child is more likely to react strongly."

However, physically fighting back, as a questionable last resort, is not always realistic. Helen points out:

That's fine if you're big. But if you're not a big person, you can get into more trouble. And, also, thinking about punching out somebody is different from actually doing it. Some people aren't able to do that at all.

Helen concludes the best reaction to any attack is a different sort of strength: "There are many ways to be strong. Boys are encouraged to be physically strong. In the case of *ijime*—that's an emotional issue. The strength you really want to give a child—that's emotional strength."

This would mean, for instance, a child's not being sensitive to ethnic taunts. "You might not be able to [stop the bullying] at all, but you may have a chance to change the reaction of the child."

While the best protection against bullying is, as Junichiro says, "to show and have recognized one's strength," the careful intervention of adults is also crucial. The clear challenge for parents is to reconcile and apply these conflicting ideas.

3. Building self-esteem

Many biracials in Japan have trouble accepting their unique identity—neither Japanese nor foreign (see Yoshida, 1999). Distinguishing physical traits, for instance, present a hardship in conformist Japanese society. Parents strive to encourage self-esteem through their various approaches to "doubleness."

For Leroy, being "double" implies having an additional identity, and that both will coexist equally. Leroy encourages his children to feel both their nationalities and cultures every day. He often asks his children, "Are you American or Japanese today?" Helen, however, de-emphasizes her daughter's duality:

If there is too much split identity—saying, "I want you to be American; I want you to be Japanese" at the same time—that doesn't translate into a whole identity. It's just a broken person. And those kids are going to be more susceptible to peers.... Psychologically they need that belonging. And here [in Japan] there's that social pressure to belong that makes it even worse.

In three of the four families, it was suggested that children need to be based in one culture, with the second coming later or more peripherally. Helen continues:

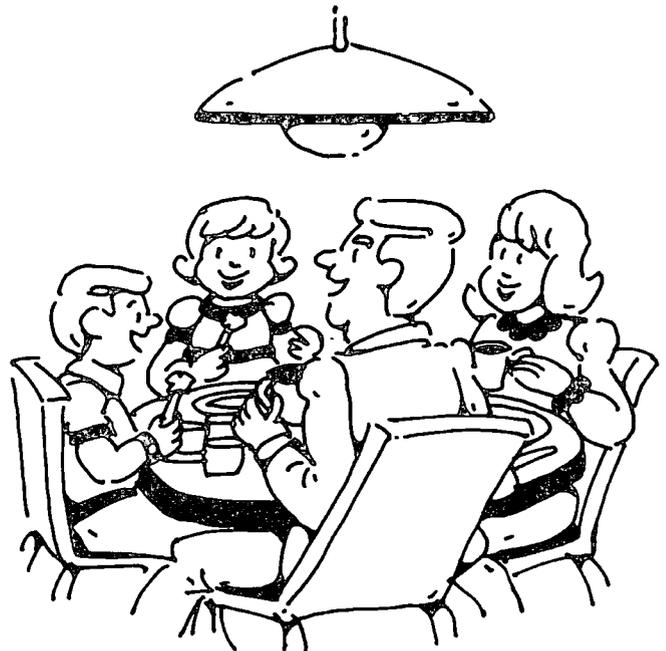
Ideally you'd like to see a child become a "world person," but I've always thought that, "She lives here, she needs to be Japanese".... The first thing that she has to do is understand where she's at now, and who she is as a Japanese. And then, it'll be easier for her to make the shift to an international person.... But she can't be an American and live here.

This implies that a child's too strongly expressing a foreign culture—thereby distancing himself from peers—may encourage attacks. Two of the families are establishing their children's primary language as Japanese. Junichiro says of his daughter, "Before becoming an adult, she needs to master one language and one culture." The choice of primary language and culture, he points out, should be based on where the child will live. He fears that doing otherwise will leave the child with incomplete knowledge—another difference over which *ijime* may occur. Yet not all parents believe complete bilingualism is impossible. While two families focus on Japanese language largely to the exclusion of the other, the families with an American parent were actively teaching English. Leroy jokes that, "Our [second] language resistance is the fact that I insist that they speak English to me."

Ryusuke reports that his Filipino wife "sets a good example" for their son by not hiding from society, but being very active. He moreover believes it's harder to bully a child whose parents are seen at school. Both Helen and Leroy reported being likewise involved in their communities.

Ultimately, Helen's concept of doubleness is not of a doubled identity, but of broader options:

I don't think you can do anything else for a child than just let them know they have options. In the end I hope she finds what she wants and pursues that . . . Your gift to them will be a lot of cultural things. . . That's enough. And when they grow up, they can investigate whatever else they feel they need to know.



4. *Instilling an independent sense of right and wrong*
 Children need to think for themselves to resist "the seduction of mass psychology" (Fried & Fried, 1996, p. 49). Having a sense of right or wrong allows all children to recognize injustice, helping to prevent them from becoming victims, bullies, or passive observers. Ironically, the sometimes larger size of biracials in Japan presents its own dangers. Parents seem to recognize their children's' situations, and the parental role of building moral foundations.

Peers often matter more than parents. "You have to realize the pressure and the need to conform—to belong somewhere—for mixed kids." Nevertheless, "Parents' input has to always be there ... I think it's important for parents to say 'Hey, this is not acceptable'.... Bullying is not acceptable in my book."

Leroy and Ryusuke understand that encouraging aggressive responses may transform the bullied into a bully. This is Ryusuke's main concern:

I'm more worried about him punching someone and hurting them because they said something bad to him—that's a problem. I want him to learn self-control. Fortunately, he's big enough to defend himself; but he has to be aware of his power.

Ryusuke says he is raising his son's moral sense, including speaking with his son about power and weakness, and taking responsibility for one's actions. He hopes his son's raising animals will teach him "the value of life," and his judo lessons will teach him the pain of being hit and compassion for the pain of others.

Leroy says, "The first phone call we get about bullying is probably that our kid is bullying the other kids." For his family, religion can play an important role: "That's where church comes in.... I hope that what little religious teachings and life style we do in the house...will rub off enough that they will understand that they can't be the instigators of bullying."

Conclusions

The interviews showed the complexity of each family's situation, including parents' differing perceptions concerning gender and "doubleness." Moreover, it was shown that Daulton & Seki's (2000) four "strategies" already exist as goals in many families, about which individual approaches diverge. That is, each family creates its own strategies over time.

Here, the topic of biracial children has been singled out from bullying in general. The authors hope to establish biracial children as a group with additional needs requiring careful attention. The four families who kindly consented to be interviewed have contributed to this effort.

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Note

¹ Daulton and Seki (2000) misidentified some authors and children in *Bullying in Japanese Schools: International Perspectives* (Gillis-Furutaka, ed., 1999) as being biracial when they were not. Moreover, because of an editorial error, only three of the four strategies actually appeared in *TLT*.



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2002 World Cup Korea/Japan: One World, One Game, One Goal!

John Liontas, University of Notre Dame, Notre Dame, Indiana, USA

*For as much as there is a great noise in the city
caused by hustling over large balls ... from which
many evils might arise, which God forbid, we com-
mand and forbid on behalf of the King, on pain of
imprisonment, such game to be used in the city in
the future.*

—Proclamation by King Edward II,
April 13, 1314 (in Bode, 1978)

Introduction

With the highly publicized arrival of the 2002 FIFA World Cup Korea/Japan—the *non plus ultra* of soccer tournaments—and a plethora of books, TV shows, and athletic events dotting the soccer landscape, it is hard to imagine that the game of soccer (or football, as it is more commonly known) could have ever been more popular than it is today. Along with this event come the differing interpretations of the true meaning and practice of fair play of the XVII FIFA World Cup. In today's diverse language classrooms, instructors of Koreans and Japanese must look for the linguistic and cultural opportunities and challenges this quadrennial tournament entails. The way we design and articulate our interdisciplinary language programs can ultimately determine how we and our students will experience the 2002 World Cup Tournament taking place in the Land of the Morning Calm and the Land of the Rising Sun.

The 2002 FIFA World Cup Korea/Japan (May 31-June 30, 2002) will be not only the first in World Cup history to be hosted jointly by two countries, but also the first to be held in Asia. With 13,000 participants, 32 national teams (from 198 countries), 64 matches (32 respectively in Korea and Japan), 3.5 million expected spectators in Korea and Japan, and a projected TV audience of 41 billion, the 2002 World Cup is anticipated to be the most spectacular single sporting event in the modern world. This practical and easy-to-follow teaching guide offers a simple, organized way to develop and implement a World

Cup unit in your second language curriculum.

The Cultural Challenge

At a time when "multiculturalism" has become an important watchword, the emotional and often hotly disputed debate over World Cup Summer '02 offers the first and perhaps best opportunity for all Korean and Japanese students of foreign languages to understand the genesis and evolution of the game of soccer. It is of important educational value for all students then to understand that the "Age of Soccer" began long before October 26, 1863, when the world's first football league—The Football Association in England—was founded at the Freemason's Tavern in London. For centuries, different peoples in different parts of the world, and for different reasons, set out to engage in games that closely resemble what we know today as soccer/football. Therefore, soccer can be a good starting point for educating about multicultural recognition, appreciation, and respect. Teaching and learning within a multicultural, holistic approach that spans centuries of history is not easy even for the most willing, knowledgeable, and competent educator. How well you fare will depend largely upon the time, the effort, and the energy you are willing to invest. Recap-

turing in words and pictures something that has developed over centuries is both a challenge and an opportunity for students of all races and cultures to jointly discover new knowledge.

Discovering Soccer: One World, One Game, One Goal

The following three projects are successful classroom-tested, year-round projects that have been implemented by this author in a variety of second languages, including English, over the past fifteen years. They utilize soccer and the World Cup Tournament as a springboard to language and culture learning and are presented here in no particular order of importance.



アジア初の「2002年日韓共催サッカーワールドカップ」が5月31日から6月30日の日程で開催される。これは、現代社会で最も壮観なスポーツイベントであると考えられる。この指導ガイドは、ワールドカップユニットを第2言語教育に取り入れるの方法を提供する。タスク中、英語を使いながら、学習者に準備をさせ、ワールドカップに対しての気持ちを高めていくアクティビティもある。

From ancient times to today

Because this topic spans centuries of history, it is only wise to sub-divide this unit into smaller historical journeys, each an entity in itself, but incomplete if examined outside the larger and more complex framework. Exploring this topic from the viewpoints of history, philosophy, literature, religion, and the social sciences could offer an opportu-

The 2002 World Cup is anticipated to be the most spectacular single sporting event in the modern world.

nity for students to produce a World Cup video program. Students could produce a picture and photo series in chronological order accompanied by narrations and descriptive comments; they could interview students and community members on the importance of this year's tournament; or even organize activities celebrating the event, which could then be videotaped as a report or documentary. Students engaged in such projects will keep abreast of activities, both here and abroad, which revolve around this event that has changed the course of sport history in Japan. The final student productions, if they utilize the best of sound, special effects, soundtrack, etc., could even be advertised in the local newspaper or possibly aired on a local cablevision channel.

Hooliganism

Based on a study of the history of hooliganism (the word's origin is unclear, but it may come from Patrick Hooligan, an Irish hoodlum in late 19th-Century London), have students write down a series of questions they would ask "hooligans" if they were present in the classroom. Using these questions as a framework, students should discuss the problem from the perspective of the "ugly sports fan."

Hypothetical conflict-resolution activities—role-play situations outlining what they would have done differently, and how and why—are highly encouraged.

A world without soccer?

Have students speculate orally or in writing how their world would have been had the World Cup Tournament, or soccer, not existed. This is a good time to illustrate the prominence soccer has on the world stage, so much so that it can spark the worst

sports-related riot in history (a riot after the 1964 Olympic qualifying match in Lima, Peru, left 309 dead and 1,000 injured), or even cause a border war between two countries (Honduras and El Salvador—the 1970 World Cup).

More World Cup Language Activities

The following list contains specific recommendations for a variety of fun and interesting classroom-tested language tasks and projects emphasizing specific and combined skills. Depending on curriculum emphasis and the students' level of linguistic proficiency, interests, and needs, have your students:

1. Research and recapture in words and pictures the origins and evolution of the game of soccer around the world. In particular, have some students find the specific quotes from proclamations by Edward II (1314), Richard II (1389), James III (1457), Elizabeth I (1572) and other European rulers, or specific statements on soccer recorded by John Woknell of Durham, England (1779), and by Shakespeare in *Comedy of Errors*, (Act II) and *King Lear* (Act I, Scene IV; see Mencke, 1969 for many of these quotes). Some students could research the Internet or the library for material on traditional soccer, while others chronicle the explosive growth of women's soccer from the turn of the century to now. They should also examine how the women's World Cup has increased in popularity and importance. Students could also research the beginnings of the Asian Football Confederation (AFC), the governing body based first in Hong Kong in 1954 and moved to Kuala Lumpur in 1965. For a comprehensive review of the history of the game and FIFA (Fédération Internationale de Football Association), they can visit: <http://www.fifa.com/fifa/index_E.html> and <http://www.fifa.com/fifa/history_E.html>.

Soccer can be a good starting point for educating about multicultural recognition, appreciation, and respect.

2. Find the different names used for soccer around the world such as *Fußball*, *fútbol*, *calcio*, and so on, and create a wall poster, *Soccer Speaks All Languages*. They should also collect all possible information found in the newspapers or magazines for a wall poster, *The World Cup Korea/Japan Games of 2002*. For downloadable wallpapers of each FIFA World Cup banner from 1930 to 1998, have them visit: <<http://fifaworldcup.yahoo.com/en/e/dc/index.html>>.

3. Research and collect information on the previous 16 World Cup Tournaments, including the organization of the world of soccer into six continental confederations or geographical zones (see Liontas, 1994). They should also check out the highlights from 70 years of FIFA World Cup History on video. To watch video clips of some of the most spectacular FIFA World Cup goals and excitement, visit *FIFA's World Cup Goal of the Century* site: <<http://fifaworldcup.yahoo.com/en/pf/h/gotc/index.html>>.

4. Research which countries have won the World Cup—and how many times—in its 72-year history. In a vertical column, have students list the host countries chronologically from the first World Cup Tournament in 1930. Horizontally, have students complete the following seven categories: Winning Team, Date, City, Opposing Team, Score, Attendance, Referee. This "World Cup History Facts" sheet could be compiled, categorized, and typed on 3x5 index cards for future group or class competitions. The end result: *World Cup History in Headlines: 1930-2002*. For formats of the FIFA World Cup Final Competitions (1930-2002), students can visit: <<http://www.fifa2.com/scripts/runisa.dll?s7:gp::67173+wc/2002/format>>.

5. List alphabetically, in a vertical column, the 32 national teams that will compete in Korea and Japan this year.¹ Horizontally, identify each country's government, size, population, capital, largest cities, language(s), currency, religion, and anything else pertinent or interesting. "Country Facts" could be compiled, categorized, and typed on 3x5 index cards for future group or class competitions. The end result: *The ABC Map of World Cup 2002*.

6. Make a collection of the official World Cup posters since 1930, as each one of them has borne an artistic style characteristic of the age. These posters have become familiar to soccer fans around the world, and have been the subject of comment and analysis from art critics and historians. The end result: *World Cup Art (1930-2002)*. To view the World Cup posters (1930-1998), visit: <<http://www.fifa2.com/scripts/runisa.dll?s7:gp::67173+wc/2002/format>> or <<http://fifaworldcup.yahoo.com/en/pf/h/pwc/index.html>>. The 2002 Korea/Japan World Cup poster can be viewed at: <<http://www.fifa2.com/scripts/runisa.dll?s7:gp::67173+wc/2002/format>>.

7. Provide a statistical summary of the 2002

World Cup Korea/Japan, specifically the answers to the following headings: length of tournament, number of games, attendees, goals, yellow and red cards, penalty kicks, players, tickets sold, international media and broadcasters, commercial affiliates, TV coverage in hours, number of viewers, and estimated economic impact. Much of this information for the 2002 World Cup will become available during and after the tournament—which, pedagogically speaking, reinforces student accountability *before*, *during*, and *after* the tournament. For information on any World Cup statistics, scores, and the like, visit: <http://www.fifa.com/comp/index_E.html>. For total World Cup matches ranked by wins, visit: <<http://www.fifa2.com/scripts/runisa.dll?s7.131970:gp:956001:67173+compstats+T+W+D>>.

8. Write down a simple definition of what soccer is, where and how it is played, and by how many players, as well as information on the field, the equipment, the players' skills, field positions, assignments, and responsibilities on the field. A good start for this assignment is the 17 international rules that govern the game. For a complete description of the rules, visit: <http://www.FIFA.com/refs/laws_E.html>.

9. Compare and contrast soccer with other team sports such as football (e.g. American or Australian), basketball, or rugby. Following that, have students speculate and suggest *why* certain sports are more popular than others, and especially why football and basketball have such a high profile in American society. Finally, have students find out whether educational systems around the world, including the Korean and Japanese systems, place a different value on the importance of (traditional) sports in the school curriculum.

10. Discover some of the other traditional Korean games and popular sports, both old and new, played for centuries on festival days, such as New Year, *Chusok* (Harvest Thanksgiving), and *Tano*. They could obtain information on *ssirum* (wrestling, a very popular spectator sport), on *taekwondo* (a Korean contact sport and an official Olympic sport since the 2000 Games in Sydney), on archery (a competitive combat sport that formed part of the education of the Korean nobility in ancient times), or on kite flying (a popular pastime in Korea).

11. Get an insight into some traditional Japanese sports such as sumo wrestling, *aikido* (a modern



martial art derived from the centuries-old tradition of Japanese fighting arts collectively known as *bu-jutsu*, and *kyudo* (archery on horseback, Japan's oldest martial art practiced by court nobility and military aristocracy for ceremonial reasons as well as to hone martial and hunting skills).

12. Take a (virtual) tour of the twenty Korean and Japanese cities and venues (10 in each country) that will host this year's football extravaganza. Ask students, for example, to visit a city's website and discover all the famous sites, museums, cultural festivals and performances, and tour and shopping information. All the information could then be compiled into an electronic portfolio with audio (or video) narrations and descriptions. Students could also be asked to act out dialogues dealing with accommodation, transportation, and tourist attractions. To view the index of host cities, visit <<http://fifaworldcup.yahoo.com/en/da/c/>>. To view the host venues index, visit <<http://fifaworldcup.yahoo.com/en/da/v/>>. For an excellent site about venues in Japan, visit <<http://www.jawoc.or.jp/siryoe/venues/venuesmap.html>>.

13. Find out about the names (Ato, Nik, and Kaz) and the colors (yellow, blue, and purple) of the three mascots for the FIFA 2002 World Cup Korea/Japan. These three mascots, whose names were chosen from 987,411 ballots cast by fans over the Internet and at McDonald's restaurants across the two host countries, will be featured on various World Cup souvenirs such as t-shirts, caps, and pins. One assignment could be to find out what the three names symbolize.² Students could also be asked to justify the need for mascots as goodwill ambassadors in sporting events.

These are some suggestions that epitomize the pedagogical truism: "It's not the materials that count, it's what you and your students do with them!" While space doesn't permit including more activities here, anyone interested in additional ideas and materials (historical perspectives, synopsis of the rules, and additional activities and games) please contact the author by e-mail: <jliontas@nd.edu>.

Conclusion

Once hailed and honored as the game that assured an abundant crop, soccer is fast becoming the most famous and controversial sport of modern times. For all its interest and relevance, the story of soccer will remain a great mystery should instructors of Koreans and Japanese drop the ball and miss the unprecedented opportunity to present to their students the most spectacular show in sport. As I have argued elsewhere:

No matter whether it is called soccer, *Fußball*, *fútbol*, or *calcio*, and no matter whether it is

played on the sandy beaches of Rio de Janeiro, on the muddy fields in London, in the dusty streets of a village in Cameroon, or on the manicured grass in Chicago's Soldier Field, the world's most universal game seems to have the innate power to transcend all boundaries of race and culture. It speaks all languages, transcends time, appeals to the imagination and creativity of both the young and old alike: in short, it unites the nations of the world unlike any other team sport before it has done. (Liontas, 1994, p. 51)

These activities offer a pluralistic approach by which language educators can begin to formulate workable linguistic and cultural activities involving the game of soccer. Whether or not we will take full advantage of this momentous opportunity and whether or not we will be able to justify to students the need for the presence of this global event in our curricula remains to be judged by those who will participate. Until then, tomorrow's "goals" are ours to seize today. Remember: The possibilities are only as limited as your own creativity and imagination. Have a great 2002 World Cup Korea/Japan Tournament. And don't forget! The next chance you will have "to get the ball rolling" again is four years away.

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Notes

- 1 The 32 national teams that will compete in Korea and Japan this year are listed alphabetically below by their corresponding FIFA Confederation: AFC (Asia): China, Japan, Korea Republic, Saudi Arabia; CAF (Africa): Cameroon, Nigeria, Senegal, South Africa, Tunisia; CONCACAF (North and Central America and the Caribbean): Costa Rica, Mexico, USA; CONMEBOL (South America): Argentina, Brazil, Ecuador, Paraguay, Uruguay; and UEFA (Europe): Belgium, Croatia, Denmark, England, France, Germany, Republic of Ireland, Italy, Poland, Portugal, Russia, Slovenia, Spain, Sweden, Turkey.
- 2 Answer: They are energy particles in the atmosphere "spherics," based on a story that "just" and "evil" spherics are always in a battle; the specific characters are a coach (Ato) and two star strikers (Nik and Kaz). (<http://www.jawoc.or.jp/index_e.htm>).



A(nother) Student Guide to Plagiarism

David McMurray, *The International University of Kagoshima*

The inaugural Readers' Forum column featuring MacGregor's (2002) proposed student guide to plagiarism was an excellent starting point. The monthly distribution of TLT among colleagues inspired me to respond with another view to try and sway some readers to take a softer approach when guiding their Japanese students—who are new to academic writing in English—away from willful plagiarizing. I support this thesis with three points intended to improve her guide. Academic definitions for plagiarism vary; it might be more effective to inform students that it necessarily implies the intent by the student to deceive the reader. Undergraduate EFL writers can rarely distinguish what is common knowledge, and in most disciplines and cultural arts in Japan, students intent on graduate study or mastering a skill must copy the work of their mentors before attempting their own creativity. Rather than focus on citing one source, a practical model could guide students to cite several sources, while adding their own voice to a passage.

1) Instead of scaring novice students about the penalties of failure and expulsion from school, teachers who emphasize the positive aspects of quoting authors, for example to share new avenues of research with their readers, will likely motivate students past the hurdles of writer's block and toward wanting to understand more about the strange codes and special language of academic culture. The stark definition of plagiarism referred to in the guide meant for high school and undergraduate students is an extreme one coined by Gibaldi who, as lead editor of the *MLA Style Manual* for graduate students and teachers warns that plagiarists could lose their degrees, tenure and jobs. His definition leaves no room for excuses of unintentional copying or of making no attempt to conceal the sources (1998, p. 151). EFL learners' dictionaries, however, soften this strict interpretation and include the proviso that being accused of using another person's ideas or work also implies the student actually pretended that it was his or her own. For example, the Cambridge learner dictionary entry for a plagiarist includes this escape-route model: "I was accused of being a plagiarist, but it was just a coincidence that what I wrote was like what she wrote" (Proctor, et al., 1995, p. 1074).

2) First year students of a discipline have little or no repertoire of common knowledge and recognize few famous quotations in English. In addition to providing Martin Luther King's quotation as such an example in the guide, students might find comfort in also learning that the famous pastor, who plagiarized his own doctoral dissertation and graduate essays, was well-known for using the words of others, unacknowledged in his speeches perhaps because of his

dream that religious teachings would be considered a shared wealth, not private property (Angelil-Carter, 2000, p. 40). When my students and I tried the sample worksheet found in the appendix suggested by MacGregor (2002, p. 15) we decided that the answers to the quiz were: (a) It is a quotation because there are quotation marks and a citation; (b) The name of the author of the article can't be guessed, only the author of the quote is identified; and (c) The article was published sometime after the cited MacGregor article was published. We remain unsure of our responses because the text used in the appendix with quotations was also used in the main article without quotes but sourced to an article written in 2001 by MacGregor in *Lingua*—which must be the clue to the chase. My students complained, however, that only I as a colleague in the same discipline as the author possessed that necessary key to understanding.

3) It is more useful for students to be shown how to cite several sources and combine them into a paragraph and how to find some remaining room in that paragraph to add some of their own thoughts. Successful EFL learners are taught to "chunk" pieces of language together rather than construct sentences word by word. In so doing they tend to chunk phrases by several researchers that they are often unable to summarize or paraphrase; they require a model. The Cambridge International Dictionary of English aimed at EFL learners of intermediate abilities included in the entry for "plagiarism..." 'If you steal from one author, it's plagiarism; if you steal from many, it's research' (believed to have been said by Wilson Mizner, 1876 - 1933)" (1995, p. 1074).

In the same manner as MacGregor (p.14), who shared a "Further Reading" list with her colleagues to help us study more about this important topic, students respond to being encouraged to share information because it could be helpful to their classmates, not to being discouraged by the threat of penalties. Novice students can be motivated, with the carrot rather than the stick, to bring their own knowledge, culture and personal history into their writing, which includes interpretations of others' helpful work.

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The author replies

Laura MacGregor, *Gakushuin University*

I will briefly respond to McMurray's reflections on my article to clarify my position on teaching students about plagiarism and respond to some of his remarks.

1. I am not suggesting that teachers "scare" novice students. However, explaining the penalties plagiarism carries helps them understand an important cultural difference between academic writing in Japanese and the expectations of a western audience.

2. I maintain the generous position that students who are new to academic writing plagiarize unknowingly. Teaching students what plagiarism is and ways to avoid it levels the playing field. Then, teachers have the right to judge the work.

3. Coincidental occurrences of similar thoughts and ideas are certainly possible and any fair evaluator would give students the benefit of the doubt. What is more to the point is to alert students that cutting and pasting long passages from a published source without acknowledging it is not allowed. Nor is splicing and weaving phrases from two or more sources.

3. Thank you for pointing out the error in the appendix. Question (b) in Part C should read, "Who

is the author of the quotation?" Perhaps this exercise was too simplistic for your students, who may already know the elements of quoted material. I did indicate, however, this worksheet was intended as an introduction to plagiarism. In my experience, many student writers are unaware that they must put quotation marks around quoted material and annotate the quotation in a certain way. The exercises in the appendix simply build awareness of what a quotation looks like.

4. Your suggestion to show students "how to cite several sources and combine them into a paragraph and how to find some remaining room in that paragraph to add some of their own thoughts" may be well-intentioned, but this is far too difficult a task for novice writers. Instead, students new to academic writing should be responsible for no more than two or three sources for an entire paper and should only be expected to handle one source at a time.

In closing, I agree that positive motivation is essential for positive performance. However, there is no need to offer a carrot; a plagiarism-free paper should be reward enough.

CALL FOR PAPERS

The Global Issues SIG hopes to present a special issue of *The Language Teacher* in March 2003. The theme will be: Education for Global Citizenship. Proposals for interesting and insightful articles in English or Japanese should be sent to David Peaty <pt@lt.ritsumei.ac.jp> by July 20. First drafts are due by October 10, and final manuscripts by December 10.

"Wow, that was such a great lesson,
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For more information, please contact the editor <tlc_ms@jalt.org>

詳しくは、<tlc_ms@jalt.org>へご連絡ください。

This month our column will focus on the hospitality and excitement of ThaiTESOL as well as inform you about several other upcoming conferences throughout Asia. The co-editors encourage 800-word reports about your chapter's activities, challenges, and solutions in English, Japanese, or a combination of both.

Around Asia with JALT's Affiliate Partners

The elephant that strolled by the restaurant while I was having dinner before the conference started was the first tip-off. Going from my hotel room directly to the presentation rooms and the coffee breaks (with sweets!) built into the schedule let me know that this was not the run-of-the-mill conference. But the smell of the buffet food wafting through the exhibitors' area cinched matters. Was I dreaming? Perhaps I was, but all these things were part and parcel of the wonderful and exotic ThaiTESOL conference.

Led by President Suchada Nimmannit, ThaiTESOL is a vibrant organization with connections to the Thai education system that JALT can only dream of. In Thailand, the term *nam-jai*, or flowing heart, is indicative of the grace and consideration with which Thai people treat guests, and the ThaiTESOL conference was (and always is) a reflection of that spirit.

ThaiTESOL, KOTESOL, ETA-ROC, and now FEELTA are partners with JALT in PAC (that's either Pan-Asian or Pacific Asia Conferences depending on who you talk to). The results of PAC cooperation were on display in Kitakyushu, but you need not wait until the next PAC conference (PAC4, hosted by ETA-ROC and scheduled for November 8-10, 2002 in Taipei City) to enjoy what our affiliates have to offer. These teaching organizations have their own conferences that offer a wonderful experience for JALT members.

In my role as conference program chair for JALT2002, I found a number of ideas about organization that I hope to incorporate into our own conference, especially in regards to scheduling. I was also impressed to find several presenters, based in Thailand, Hong Kong, and the Philippines, working in similar lines of research as I am. I also had a chance to talk to a number of old JALT hands, something which I don't have a chance to do when I'm at a JALT conference.

ThaiTESOL boasted of a number of luminaries, including Tom Scovel, David Evans, and Mike McCarthy, as plenary speakers, and it was wonderful to hear them; but for me, the key attraction was that it was held in Chiang Mai, in the northern part

of Thailand, famous for fiery dishes and a long cultural history. The idea that I could go as part of "work" was of course too tempting. Though many universities have a fixed set of locations that are approved for travel expenses, the falling cost of air tickets, cheaper accommodation, and food costs allow you to combine business and pleasure.

Though it is past the deadline for submissions, FEELTA will be having its conference from June 24-26, 2002, at Amur State University in Blagoveshensk, up from Vladivostok on the Orient Express. FEELTA will be hosting PAC5 in Vladivostok on June 27-28, 2004. More information can be found at <www.dvgu.ru/rus/partner/education/feelta/info.htm>.

KOTESOL's annual conference is scheduled for October 5-6, 2002, to be held in Seoul, and the deadline for submissions is June 15, 2002. More information at <www.kotesol.org/index.shtml>.

As I mentioned before, ETA-ROC will be hosting PAC4 together with their annual conference on November 8-10, 2002. It's rather close to JALT's conference in Shizuoka (November 22-24 in Shizuoka), but it may well be possible to attend

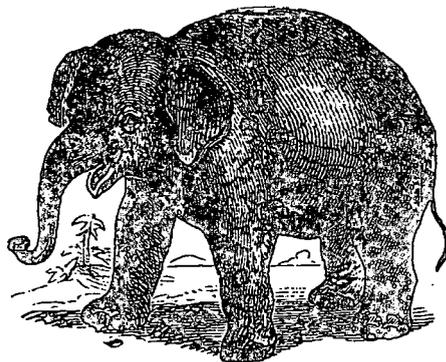
both, given that the conference will have some inexpensive accommodation packages that include lunch. JALT's own Andy Barfield will be giving the opening plenary, which is all the more reason to attend. Please look at <<http://mx.nthu.edu.tw/~katchen/pac4.htm>> for more details.

And finally, ThaiTESOL's next annual conference is scheduled for January 23-25, 2003, in Bangkok. Rather fortunate that, in that the University Center *Shiken* is scheduled for January 18-19, 2003. The deadline for submissions is July 15, 2002.

It was Goethe who said that to understand one's own language, one must study another. The chance to go to ThaiTESOL gave me a new appreciation for problems and possibilities within my own situation, and linked those to situations in Asia.

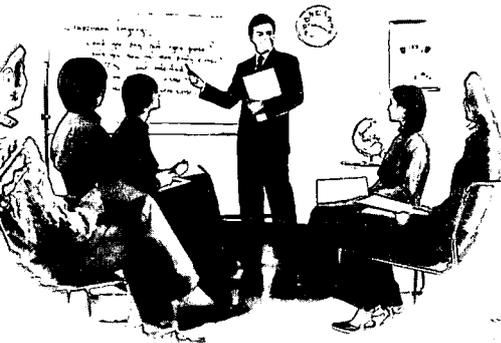
If you would like more information about any of these conferences, please feel free to contact me at <jtomei@kumagaku.ac.jp>.

Reported by Joseph Tomei,
JALT Representative to PAC





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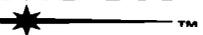
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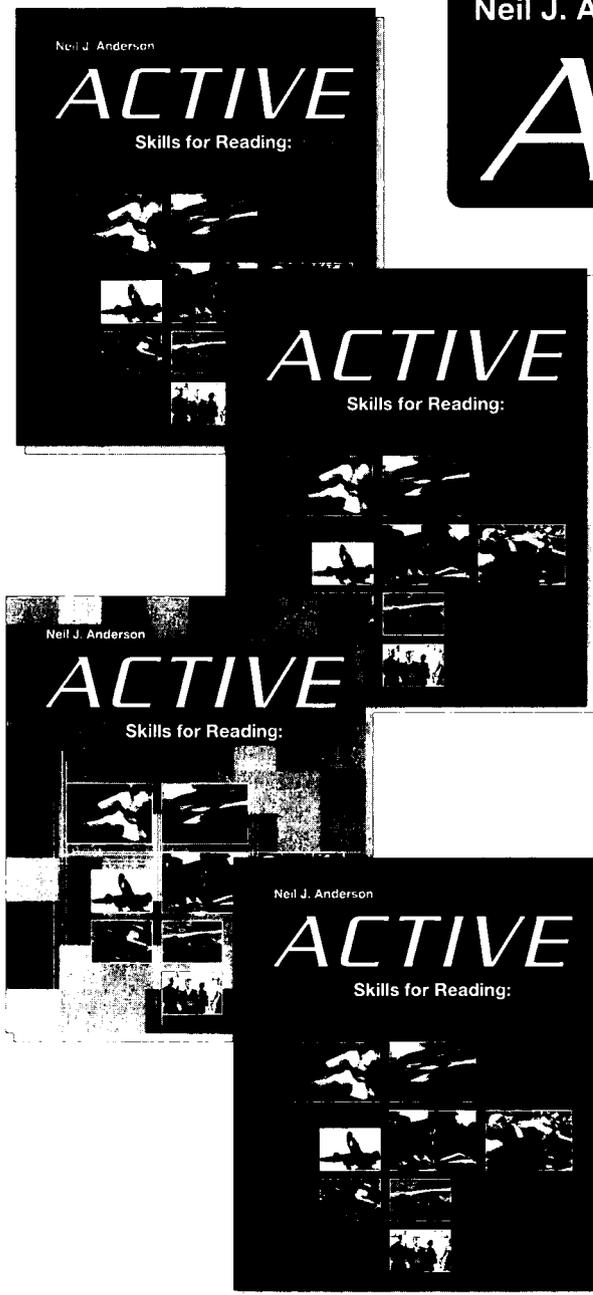
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Neil J. Anderson is a teacher educator in the MA TESOL program at Brigham Young University, Provo, Utah. His research interests include second language reading, teaching and learning styles, language learning strategies, and second language evaluation and testing. In 2001 - 2002, he served as President of TESOL International.



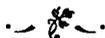
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"Magical Banana" and Free-Association as Conversation Aids



Jeffrey Mack Elliston,
Nagoya University of Foreign Studies
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Quick Guide

Key Words: Conversation practice, oral production
Learner English Level: Moderate to advanced
Learner Maturity Level: High school and above
Preparation Time: 5 minutes
Activity Time: Varies

Japanese students are notorious for being shy and reluctant to speak in language classrooms, especially when compared to students from the Middle East, South America, and Africa. Though Japanese students often have memorized vast amounts of vocabulary, they may be too nervous and conscious of themselves to engage in conversation comfortably. In addition, teachers who want their students to practice for oral interview tests may not have many ideas for helping students study. However, using this simple Japanese children's game as a springboard, teachers can simulate the thought processes involved in conversation, and help students become better, more relaxed speakers.

Procedure

In Japan, many elementary age children are familiar with a game called "Magical Banana." In this game, one child begins by saying, "'Banana' to ittara, kiiro," or "If you say banana, I think 'yellow.'" The next child then says, "If you say yellow, I think, 'giraffe.'" Though the game usually starts with *banana*, from there answers vary. Players then take turns free-associating in this manner, until everyone has had a chance to speak, and then the players start again if they wish.

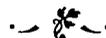
In the classroom, make all the students arrange themselves in a circle. The teacher begins and allows the students to go around the circle playing Magical Banana. Though this game is obviously too easy for older students, it works nicely as an icebreaker, relaxes the students, and then gets them used to free-associating. Even advanced students will often pause for several seconds to consider their answer, so it is a good idea to encourage them to say the first thing that enters their minds. Tell them if they take more than two seconds, they are trying too

hard. After students have had two or three rounds of Magical Banana, explain to them that conversation is very similar to playing Magical Banana.

Have all of the students in the circle stand. Pick a topic, preferably an easy one at first, and tell one of your students to begin talking about this topic for thirty seconds. If the student does not know about this topic, they should free-associate, or Magical Banana their way to a topic that they do know. At the end of their 30 seconds, the speaker selects a new student and sits down. The new student begins on the topic the original student left off with, talks for 30 seconds, and so on until everyone is sitting down.

For example, if a student is asked to talk for 30 seconds about dinosaurs, they might say, "dinosaurs are large like elephants." Then, "As a child, I often went to the zoo to see elephants." From here they could talk about zoos, childhood, trips, or whatever they are more comfortable with.

Increasing Students' Awareness of Their Roles



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Quick Guide

Key Words: Student awareness, discourse functions
Learner English Level: Intermediate to upper intermediate
Learner Maturity Level: High school and up
Preparation Time: 30 minutes
Activity Time: 30-50 minutes over a span of 3 to 4 classes

Last year, I was teaching a course whose purpose was to develop communicative skills and habits through small group interaction. As the term went on, I noticed that instead of responding to the comments of other students, conversation was usually initiated by myself, responded to by a student, and followed up on by myself. Thus the pattern (T-L1-T-L2-T) developed. In an ideal situation, students would respond more directly to comments from one another, thus creating the following pattern (T-L1-L2-L3-T-L2). The purpose of this paper is to provide a number of ways to increase learner motivation and to raise learner awareness of their discourse roles.

Step 1: With the students seated in a circular fashion, have the students first draw a layout of the class members. Once the discussion begins, the students are to draw a line from the student who gives his/her opinion to the student who responds to the opinion, creating an "interaction chart." At the end of the discussion, have the students compare interaction charts with each other and with your own.

Step 2: In an attempt to sensitize the learners to their roles in maintaining discourse, have the students brainstorm and create a list of functions that are performed by interlocutors during discourse. The final list will probably include functions such as proving information, agreeing, or disagreeing with the previous speaker. For a more exhaustive list, see Nunan (1995).

Step 3: Using this list of activities, have the students monitor their own contributions and the contributions of one other student over a number of discussions. This is done by creating a check sheet of discourse functions and having the students place a check next to the function each time it is performed by himself and that one other student. I recommend collecting and using this sheet a number of times so students can note their progress and become familiar with keeping their personal records.

Step 4: The next step is to design an information gap activity that facilitates student-to-student interaction in a group setting, allowing them to employ the discourse functions they have worked on during the previous classes. This time, the students aren't asked to monitor themselves; only the teacher is. For this task I used an information gap activity in which the students were broken up into small groups, asked to discuss a problem, then report back to the class about their decisions. With my class, we used the topic of abortion to spark discussion. Each group of three students was given information about the same four women who were seeking an abortion. In small groups, they were to rank them in order from the person who had the strongest reasons for having an abortion to the person with the weakest reasons. Although the groups *thought* they had identical information, their information varied slightly enough to spark agreement and disagreement from the other groups. At the end of the discussion, show the students the interaction chart from this discussion and compare it to one from an older discussion.

Conclusion

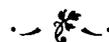
My students seemed to enjoy this series of activities because they were guided toward discovery of their

roles. Instead of a simple information gap activity, the students were first asked to discover their roles in discourse. Once that was accomplished, they were able to use discourse management strategies in basic information gap style activities. Thus combining information gap activities with activities aimed at raising awareness, the students were able to better understand their roles in discourse.

References

Nunan David. 1995. *Learning Matters*. Hong Kong: The English Center, University of Hong Kong.

Haiku for Children



David McMurray, *The International University of Kagoshima, Shimofukumoto*

<mcmurray@int.iuk.ac.jp>

Quick Guide

Key Words: Haiku, listening, vocabulary, syllables

Learner English Level: Beginner

Learner Maturity Level: Grade 3+ Elementary School Children

Preparation Time: Quick add-on to almost any existing lesson

Activity Time: 10 minutes

Materials: Crayons, paper, and props borrowed from the day's lesson

Providing children with the necessary language tools to capture in a poem what they see and feel can be a rewarding experience for both the teacher and student. Most children are curious about the bugs, small animals, and wildflowers they come across in parks and schoolyards, and will watch or toy with these natural wonders for hours on end. This ability to closely observe nature means they have likely witnessed images that could be formed into an interesting piece of poetic literature. A child can help an adult to see things they may have long forgotten.

Example 1

Fireworks display
the boy in his father's eye
illuminated

Once children enter the classroom, however, it can be quite an endeavor to get them to talk about what they had just enjoyed playing with outdoors. By the third year of elementary school in Japan,

students are introduced to Japanese haiku and counting 17 syllables (*morae*) arranged in a 5-7-5 meter. As of April 2002, in general study classes at this grade, some teachers are introducing English games, songs, and other enjoyable oral communication activities. With a little creativity, teachers can bridge these two classes and introduce *haiku* as a motivational and productive EFL activity. When students find out that children their age in America, Britain, France, and 20 other countries are also learning about *haiku* in their classrooms they can really become inspired.

Procedure

The brevity of *haiku* lends itself easily to a 10-minute chunk of a lesson plan, for example, warming up or winding down a lesson that is intended to teach the question “What is it?” and perhaps includes a game about insects, with a haiku. For example, try the following contest-winning poem with its third line missing, that was composed by a 9-year-old boy in a grade 3 class in Fukushima (JAL Foundation, 1991, p. 8).

Example 2

Cast a magic spell
on a pansy and it becomes

Read out the first two lines, modeling some wizardry theatrics if you like, and show the students three pictures used in the main lesson: perhaps a rabbit, an ant, and a butterfly. Ask the students, “What is it?” To make sure everyone realizes the answer to the trick, draw a quick picture of a pansy on the board to show how it can look like the wings of a butterfly. Show just one more *haiku*—to keep them keen again in tomorrow’s lesson when the topic in your textbook may change to “This is a pen”—such as the following one that a 9-year-old Japanese girl placed on the Children’s Square website
<www.bekkoame.ne.jp/~ryosuzu/childrensquare.html>.

Example 3

in the flower garden
playing hide-and-peek

Read out the last two lines, and show three pictures of animals as possible answers while enunciating their names and asking, for example “a hippopotamus, a cockroach, and a ladybird, what is it?” The whole class will likely pronounce “a ladybird” gleefully, but be on the lookout for one creative child who might shout out “a bee” while pointing to a picture he drew showing the insect half-inside a flower. The reason why *haiku* works like magic for these reasoning tasks is because of its pithy form that uses a minimum of grammar, and contains just two images and one key word (usually a seasonally referenced noun). For homework that evening, you could ask students to draw three pictures of insects they see on their way home. The next day you’ll be simply amazed when they volunteer their own *haiku* images and say “This is a cicada, this is a mantis, this is a beetle,” then ask you to review the magic grammatical formula: “Cast a spell, on a (leaf) and it becomes, a (mantis).”

Counting Syllables

Another 10-minute oral exercise involves helping students to listen to the syllable count of not just words, but phrases. This lesson serves as an early warning to help elementary students understand that English words are not pronounced like their *katakana* counterparts. And if they remember the lesson, by junior high school they’ll fully understand why words are divided into syllables in their dictionaries and by senior high even figure out what diphthongs are. *Haiku*—because of its rhythm—is meant to be listened to. Although Japanese *haiku* generally follows a strict 5-7-5 syllable pattern that is easily discernable because each syllable is evenly



stressed, English *haiku* comes in any number of syllables and stress count. English *haiku* written on three lines are usually read in three breaths. Don’t emphasize spelling, but write down one *haiku* on the blackboard and read it aloud slowly for the class. Don’t have them copy it;

just ask them to listen carefully. The students will already know how to count the syllables of Japanese using their fingers; you can introduce them to counting syllables in English. I suggest using a *haiku* that has a number in it, such as the following traditional one composed by master Yosa Buson (1716-1783). I found it along with a *haiku* picture (*haiga*) and English translation, easily simplified to an En-

glish 5-7-5 syllables form, in a *haiku* picture book for children (Nishimoto, 1998, pp. 10-11). Ask students to sketch a picture of what they imagine the poem to be about with varying numbers of houses to show to their classmates.

Example 4

*Sami dare ya
taiga o mae ni
ie ni ken*

Heavy rains of spring
two houses stick together
rushing river bank



Remember, just introduce two *haiku* during a 10-minute lesson chunk if you want to keep your students eager past the next day. As you read it, ask the students to try counting the 12 syllables they hear in example 5 with

their fingers. It is a striking *haiku* with a lingering message composed by a grade 10 student in Rochester, New York—perfect if in tomorrow's lesson you want to move from the counting of elephants to focus on global issues.

Example 5

Grand piano
in the spotlight
ivory keys

References

- JAL Foundation. (1991). *Haiku by the Children*. JAL Foundation: Tokyo.
Nishimoto, K. (1998). *Haiku Picture book for Children; Haiku no Ehon*. Heian: California.

Resources

- As of April, 2002, English *haiku* can be found on some cans of ITO-EN green tea which is available from convenience stores.
There is *haiku* in every Wednesday edition of the *International Herald Tribune Asahi Shimbun*.
There are *haiku* websites at <www.asahi.com/english/haiku> and <www.tecnet.or.jp/~haiku>.

Advertiser Index

Key: IFC = inside front cover, IBC = inside back cover,
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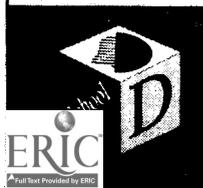
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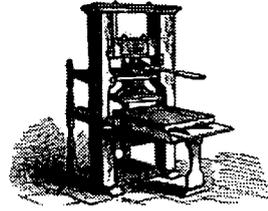
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DynEd launched Distance Education two years ago. We are now releasing TCP/IP (Internet) platform support. Our goal, as always, is to provide flexible, scalable learning opportunities with reliable, efficient curricula-based courses. We use the Internet for delivering supplementary content (you can sample our online exercises for yourself at <www.dyned.com/webx>). Our DynEd Records Manager is now an Internet-ready application. But it would be a mistake for students to be totally Internet dependent. The environment is not yet rich enough to hold the learners' attention in the way true multimedia can. DynEd is unique in its scalability from CD-ROM, to LAN, to WAN, to Internet with rich content to meet your needs.

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Helping teachers manage the process, DynEd's *Records Manager* is recognized worldwide as the industry's leading language-learning administration, reporting, and evaluation tool. Study records for all DynEd courses, online and off, via CD-ROM, network, or Internet, can be consolidated into the *Records Manager*. (The *Records Manager* is also a great research support tool, as many JALT members are learning.)

Since 1993, when DynEd Japan was founded, we

have been a strong supporter of JALT. We have dedicated ourselves to providing straight, honest information and feedback to schools and teachers. This year the founder of DynEd International, Lance Knowles, will be a Featured Speaker at the National Conference in Shizuoka. His workshop theme is integrating multimedia and the classroom, one of the greatest challenges in English CALL programs today.

Finally, I might mention that DynEd International is an owner-operated company. A company

started by teachers for teachers is still, 15 years later, true to its founding principles. We believe that this dedication makes DynEd special. When we say "our company," we mean it literally.

We welcome your interest. DynEd Japan's website starts at <www.dyned.com/japan>. My contact is <bgatton@dyned.com>. As always, I thank you for your interest and support.

Bill Gatton
President, DynEd Japan

Departments

Book Reviews

edited by amanda obrien

Taboos and Issues: Photocopiable Lessons on Controversial Topics. Richard MacAndrew and Ron Martinez. Hove, England: Language Teaching Publications, 2001. pp. 40. ¥3,720. ISBN: 1899-396-411.

I remember one JALT workshop in which the presenter said with chagrin that major ELT publishers often explicitly or implicitly forbid authors to write about sex, divorce, death, or other controversial political or personal issues that might upset some students or their parents. He went on to say that these are the very topics students discuss avidly in private conversations and are often far more motivating than standard topics like asking directions or describing one's home. Well, that presenter would be more than satisfied with *Taboos and Issues* since it explicitly seeks to exploit controversial topics in order to pique students interest and stretch their mental muscles. Warnings are given about some topics being potentially offensive or inappropriate among certain groups, but since the book consists solely of photocopiable units, teachers can pick which topics are appropriate for their classes.

Some of the topics covered include taboo topics, death, nudity, prostitution, censorship, designer babies, sexual harassment, gay families, AIDS, human organ sales, lying, trans-sexuality, homelessness, swearing, animal rights, national stereotypes, divorce, guns, abortion, legalizing drugs, shocking news, privacy rights, euthanasia, common mental disorders, email fantasizing, suing mania, and various addictions. Some units (but I wish more) have hilarious or thought-provoking cartoons, though one cartoon and a few questions went beyond what I would feel sensitive, even in discussing controversial topics. That notwithstanding, there are numerous stimulating topics, and you can always edit out a cartoon or not use a section or question which you feel inappropri-

ate. For example, I felt the cartoon in the sexual harassment section degraded women unnecessarily in order to talk about sexual harassment.

In this regard, I highly recommend beginning with the unit on taboo topics before getting into other discussions, since students need to know how to express a discomfort or unwillingness to speak about areas that they feel are too personal. It is also good for students to see that some taboo topics are similar across cultures and others differ widely. Areas covered in this unit include: whether you like giving information out like marital status, your age, and income; when or with whom giving personal information might be appropriate; and ways of asking or responding to personal questions. Specific examples of touchy questions like "Are you married?" and statements like "I think you've had enough to drink" are given, and students have to decide who, if anyone, could ask them this, and to whom they could say these things. Finally there are questions on your own level of directness and experience with inappropriate questions.

Each unit, like the above, is two pages long, and typically has opening discussion questions, a reading, comprehension questions, a language section, and final discussion questions. Some units have sub-topics and further language and discussion sections. The readings include a variety of articles, stories, opinions, advice columns, dialogs, and such. Language sections involve work on needed vocabulary, collocations, idioms, useful expressions for discussion, and the like. Comprehension questions were about the overall gist as well as important details, while discussion sections often had questions or statements with which to agree or disagree and comment. I was impressed at the creativity and thoughtfulness that went into each of the above sections.

My suggestion for a future book would be to include sections more directly related to controversial religious and spiritual issues, including the underlying supposition to most university discussions,

namely that values and morals are relative with no universal basis. In other words, this book and many others seem to assume that all the issues are just a matter of personal preference and ideology, but that in itself is an issue. It's almost as if fundamental worldview and religious questions are too controversial to address. On the other hand, the book almost goes overboard in redressing the lack of sex-related discussions in other texts. In most all sections, good arguments on both sides of the issues are presented, except for that entitled "Nobody needs a gun," which even a gun-control advocate from the States like myself found overly one sided.

Overall, I highly recommend this book for anyone teaching a high intermediate or advanced level of college or above students, as well as mature high school students. Reservations expressed above are outweighed by the accessibility of the material, the high-interest topics, the organization and creativity of the various sections, and the flexibility teachers have to bring their own material into the debate.

Scott Bronner

Waseda University—Center for International Education

Can You Believe It? Stories and Idioms from Real Life. Book 1. Jann Huizenga. New York: Oxford University Press, 2000. pp. 113. ¥2,190. ISBN: 0-19-437279-0. Cassette: ¥3,000. ISBN: 0-19-437280.

As stated in its general introduction for teachers, the *Can You Believe It?* series is geared at helping to teach beginner, high beginner, and low intermediate ESL/EFL students "...high-frequency idioms, two-word verbs, and fixed expressions in the context of true, memorable stories. . ." (p. v). My experience in using this material with advanced high school students and adult learners has proven that this goal is easily attainable.

The entire series includes three textbooks, each with its own listening cassette. In this review, I will discuss Book 1, which is specifically targeted at beginners. However, I found that my intermediate and advanced students enjoyed the stories and benefited from the lessons. I used the book with both high school and adult classes.

The stories are real-life vignettes that stimulate students' interest and provide points for discussion. Book 1 has 15 units with stories, that are similar to newspaper extracts, taken from a variety of locations and countries. Each tells about a humorous or unusual occurrence. As an example, the first story deals with an American woman who goes to a mechanic to find out why her car has a bad smell emanating from the heater. The mechanic discovers a dead python in the engine. On average, the stories are 10 to 12 sentences long and uniformly have six idioms or phrases. The particular idioms for this story were "get rid of something," "turn something on," "get worse

and worse," "can't stand something," "what's the matter?" "take a look," and "lose it." (p. 2)

In preparation for this review, I followed the suggested lesson format as described in the general introduction for teachers. There were nine steps: (1) read the story quickly, (2) listen to the story, (3) read the story slowly and carefully, (4) complete the idioms, (5) recite the story using only the pictures in the text as guides, (6) discuss the story and the idioms, (7) write about yourself using the idioms, (8) take a dictation that uses the idioms, and (9) fill in the blanks in a dialogue that uses the idioms. Another suggested step was to have students roleplay the story. Instead, I used the story as the starting point for a conversation. I had students share similar stories about themselves or about others. I also asked students to explain what they would do if they were faced with a similar situation.

The cassette features readings of the text stories and dictation assignments. I found these to be helpful in giving the students another voice to listen to besides my own. Since the readings are done by a variety of individuals, students can hear several different voices and accents. The textbook is designed with an answer key for text assignments and a set of appendices that include idiom groupings to assist in retention, a grammar section, and a lexicon section that offers additional information about each idiom or phrase. Additionally, there is a list of specific teaching instructions included in the text. This helps to map out lesson plans and is especially useful for those new to teaching.

The visual style of the text is clear and includes black and white photographs and cartoons. The layout is comfortable and easy to follow, with wide margins for student or teacher notes.

I found the text, the stories, and the lesson format to be excellent. The materials may be used by themselves or as supplements. The lessons were easy to organize, enjoyable and useful for students, and provoking of further discussion. I was particularly pleased with the way the lessons may be adapted for use at a variety of language levels. The *Can You Believe It?* series is a wonderful teaching tool.

Dr. Patrick Dougherty
Himeji City JALT

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 31st of May. Please contact the Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when

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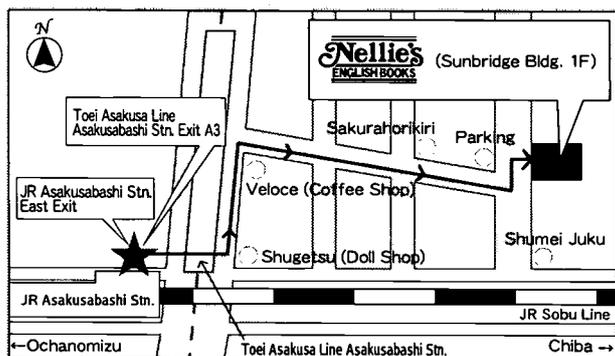
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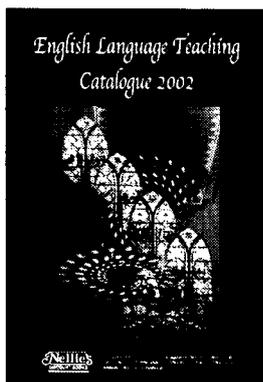
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requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Reviews Copies Liaison.

For Students

Course Books

The Structure of English: Studies in Form and Function for Language Teaching. DeCarrico, J. S. U.S.A: The University of Michigan Press, 2000. (with Workbook).

Supplementary Materials

TOEIC Mastery: Study Guide and CD-ROM for TOEIC Test Preparation. Rogers, B. American Language Academy Inc., 2001.

JALT News

edited by mary christianson

Greetings! I'm Mary Christianson, and I'll be your Acting Director of Records, taking over from Amy Hawley, until the next election. Speaking of elections, the call for nominations is open for several positions at the national level. Not satisfied with the direction JALT is taking? Get involved! Nominate someone you know (yourself, even), voice your concerns to the candidates, and by all means VOTE! Make this organization work for you.

こんにちは。Mary Christianson です。書記担当として、Amy Hawley より、次回の選挙まで仕事を引き継ぎます。選挙と言えば、全国レベルで何名かの立候補者を募集しています。JALTの方針にご不満ですか？ご参加下さい！お知り合い（ご自身も！）を立候補させましょう！立候補者に関する意見をお寄せ下さい。とにかく、投票しましょう！この組織を自分達のものとしましょう。

Call for Nominations

Nominations are now open for the following JALT National Officer positions: Director of Program, Director of Treasury, Director of Public Relations, Auditor, and Director of Records. All terms are for two years (except for Director of Records, which is for one year only this time) beginning immediately after the Ordinary General Meeting at the JALT2002 Conference. All nominees must be JALT members in good standing. To nominate someone (yourself included), contact Edward Haig in writing by letter, fax, or email at the Faculty of Language and Culture, Nagoya University, Furo-cho, Chikusa-ku, Nagoya-shi, 464-8601; (f): 052-789-4789; <haig@lang.nagoya-u.ac.jp>. When making nominations, identify yourself by name, chapter affiliation, and membership number, and include your contact information. Identify your nominee by name, chapter affiliation, and membership number,

and include his/her contact information. The deadline for nominations is June 1, 2002. The ballot card will be included in the September issue of *The Language Teacher* and voting will end on October 25. Anyone with further questions about the elections should contact Edward Haig at the numbers above.

立候補者募集

次の全国選出役員の指名が始まりました。企画担当理事、財務担当理事、広報担当理事、幹事、及び書記担当理事。任期は2002年度総会後の2年です(ただし、書記担当理事は1年)。立候補者は会員に限ります。自薦他薦を問わず、手紙、Fax、EmailにてEdward Haigまでご連絡下さい。連絡先: 〒464-8601 名古屋千種区不老町 名古屋大学 言語文化部 (Fax:052-784-4789; Email: haig@lang.nagoya-u.ac.jp)。推薦して下さいの方は、お名前、支部、会員番号、連絡先を明記して下さい。立候補の締切りは、2002年6月1日です。今年は投票用紙が、The Language Teacher 8月号に添付されます。10月25日までに投票して下さい。ご質問は、Edward Haig まで。

SIG News

edited by coleman south

CALL—The JALTCALL SIG would like to invite participation in its 7th Annual International Conference, *JALTCALL 2002: Local Decisions, Global Effects*, to be held at Hiroshima Jogakuin University Saturday, May 18-Sunday May 19, 2002 (with special events on May 17 & 20). Themes which will be explored in conference presentations—online, poster, and traditional—will be the possible global effects of teacher, student, and administrator decisions in CALL and their influence on intercultural understanding, environmental and social change, and personal transformation and growth. To find out more about the conference and for information on traveling to Hiroshima and cultural and entertainment events you can enjoy while there, go to the JALTCALL website (see SIG contact list).

GALE, GILE, & PALE—These SIGs along with two NGOs are cosponsoring a conference entitled *Peace as a Global Language* to be held in Tokyo, September 28-29, 2002, at Daito Bunka Kaikan (of Daito Bunka University). Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. Language teachers, other educators, activists, and students are all welcome to attend as well as to give presentations or workshops. Presentations can be in English, Japanese, or bilingual. For more information please visit the conference website or contact the coordinators of GALE, GILE, PALE, or the Peace as a Global Language Conference Committee c/o J. Nakagawa (see SIG contact list).

Learner Development—Enjoy Mt. Rokko in the autumn! The LDSIG will be holding another autumn retreat in the mountains above Kobe on October 5-6, 2002. Current plans are that it will be a sharing of work towards an anthology of research into learner autonomy, planned for publication sometime in 2003. Watch this space for more details, or contact Steve Brown or Usuki Miyuki (see SIG contact list).

Pragmatics—The Pragmatics SIG wishes to invite any of its members who will be attending the Pan-SIG Conference at Kyoto Institute of Technology to an informal spring get-together from 5:00-6:00 p.m. Saturday, May 11, 2002. Please meet at the Pragmatics SIG table at the conference.

SIG Contacts

edited by coleman south

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<www.debito.org/PALEJournals.html>

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Forming SIGs

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Chapter Reports

edited by richard blight

Chiba: February—*Drama Works* by Theo Steckler and Marc Sheffner. The presenters started their collaboration when Sheffner (a college educator) received some tips from Steckler (a theater director) on how to bring life into the dialogues that he was teaching in class. They discovered that by creating complete scenes and adding various elements (including the physical motions to use when delivering dialogues), students improved their intonation, pronunciation, comprehension, short-term memory, usage, grammar, and paralinguistic features, and the class was also really energized. Together the presenters wrote their own dialogues, complete with theatrical methods and cultural notes, and compiled these into a book which tells the story of Nobu, a student from Osaka, who has a series of adventures and mishaps on his trip to New York. Steckler lead the participants to perform some fun interactive dialogues by first providing some quick warm-up activities, which were later used as building blocks for the scenes. Sample materials were provided at the end of this lively presentation.

Reported by Joseph J. Falout

Fukui: February—*Using Games in the Classroom* by Sam Adelman. Adelman discussed why games should be used and then demonstrated some that he uses in schools. Games motivate students and improve memory retention, present more life-like situations, and offer a more natural way to learn. He said it was important to match games to students' physical, social, and mood levels. Teachers should ask: Do students get along well? What do they already know? How long are their attention spans? What are students interested in? He stressed the importance of games being fair; everyone should have the same chance of winning at the beginning of the lesson. Games should be integrated as part of the lesson, not as a break from it, and they should relate to real life. Games should be evaluated during and after play to check that learning is taking place. Problems should be anticipated. If students continually lose a game they might lose confidence. Adelman presented a range of games suitable for elementary, junior, and senior high schools. Some games required a physical response, while some put new vocabulary into practice, and others had an element of chance as well as skill. The games covered speaking, listening, reading, and writing.

Reported by Neil Griffiths

Kyoto: February—*Uh, I don't understand* by John Fanselow. This workshop explored types of questions that can be asked by teachers and students. Research has shown that the range of questions asked in the classroom is quite narrow. Ninety per cent of questions are factual (e.g., What does this mean?), or aim to test memory recall. A small percentage (five to ten per cent) of questions are of the "Yes/No" type. Fanselow consequently argued that very few questions are asked which intentionally aim to stimulate thought processes. To illustrate this point and to introduce some useful classroom techniques, participants were asked to write down four different Yes/No questions. They then answered their partner's questions and worked together to divide the eight questions into three categories. The presenter was careful not to use spoken instructions, instead teaching by using physical gestures and instructions written on the board either backwards or like a crossword puzzle. Participants were then invited to share their reactions to the activities and the methods used. It was generally agreed that silence on the part of the teacher was bewildering or even threatening at times but that the uncertainty held the attention of the "class." Similarly, backward writing was frustrating for some because it took longer to process, while others felt a sense of accomplishment at deciphering the messages. The discussion focussed mainly on how useful it is to get students to categorize questions. The presenter pointed out

that the more categories of questions that teachers get their students to create, the more students begin to think about the possible range and complexity of different types of questions. Examples of questions prepared by the participants proved this point. Yes/No questions are particularly effective for establishing and examining categories as well as hypothesis testing. The presenter illustrated these points by eliciting more Yes/No questions about flags and the contents of a box which was delivered during the presentation. The last activity was based on a quotation from Marshall McLuhan, the media analyst, which summarized the message of the presentation. If you tell people what to think, they will not learn to think for themselves and to ask questions of their own.

Reported by Amanda Gillis-Furutaka

Miyazaki: March—*The Silent Way* by Noriko Ross.

We had been told beforehand that Ross would give us a class on the correct use of English articles. First she selected three attendees as "guinea pigs" and designated the others as "observers." Then she asked the learners to pronounce certain sounds by reading from wall charts, one with only blocks of color, others with matching colored letters in words. She made sure that they could correctly pronounce the word *rod*. Next she took some colored rods from a cloth bag and put them on a table. She asked the students to take turns in describing the position of the rods. Throughout the demonstration she used a minimum of verbal intervention—hence the Silent Way—preferring instead to rely on gestures to guide the learners' utterances. Unfortunately, after about one hour the guinea pigs seemed to be getting tired. Ross then asked the observers to describe what they had seen and how they felt. In the following Question and Answer period there were questions about the effectiveness of the method. Ross avoided answering directly; the message appeared to be that understanding is fundamentally inductive, even intuitive, and that "only awareness is educable."

Reported by Steve Davies

Nagasaki: February—1) *Activities and Songs for All Your Children's Classes* by Katherine MacKay. MacKay began with a warm-up activity involving pairs reciting ordinal numbers in Korean. Following that, we discussed Developmentally Appropriate Practice (DAP) activities for different ages, based in part on the Pearson textbooks, *Supertots* and *Gogo Loves English*. Demonstrations of various types of problem-solving and information gap activities based on flash cards and TPR led into discussion about the needs of different types of learners, based in part on Gardner's theory of multiple intelligences.

2) *Bridging the Gap Between the Classroom and the Real World* by Paul Rosengrave.

Rosengrave asked us to consider the main challenges facing junior and senior high school EFL teachers in Japan. We discussed a number of the challenges and possible ways in which they could be addressed. Some practical teaching techniques were demonstrated, including: "personalised" question forming, vocabulary activities, and knowledge-related tasks (the activities were drawn from the *English Express* and *Firsthand Success* textbooks).

Reported by Tim Allan

Osaka: February—1) *Process and Thought: Two Articles that Have Shaped EFL Writing Instruction*, and 2) *The Psychology of Difficult Students* by Curtis Kelly. Kelly discussed how the teaching of EFL writing has been influenced by articles written by Kaplan and Murray. Kaplan argued that writers whose first language is English organize compositions differently from writers whose first language is Japanese. English writing progresses in a linear fashion whereas Oriental writing is circular. Kaplan's theories on discourse styles have been criticized as being ethnocentric, but have nonetheless led second language writing instructors to pay greater attention to teaching the organization of ideas. Murray argued that writing instruction should be process oriented as opposed to product oriented. The process approach is made up of three stages. In the prewriting stage, content is generated and the organization of content occurs. A first draft is then composed in the writing stage. In the post-writing or revision stage, the draft is revised. Instead of the teacher assigning an expository essay and correcting spelling mistakes at the end, the teacher should place greater emphasis on intervening at the prewriting stage and also teach students how to organize paragraphs into a coherent whole.

In the second presentation, Kelly talked about how insights from psychology can explain the behavior of difficult students at high school and college level. Firstly, theories of motivation tell us that people are always motivated to satisfy their needs. Secondly, *life stage* theorists argue that people pass through different developmental stages and that, for students, developing autonomy is a critical need to be satisfied, and one that educational systems often block. Thirdly, by looking at Maslow's hierarchical theory of needs—basic needs, safety needs, social needs, and self-actualization needs—we can understand why students with lower level needs have trouble studying. Finally, Rogers tells us to have "absolute positive regard," to practice "empathic listening," and to act with "authenticity." Kelly illustrated the main ideas with some interesting anecdotes that connected the contributions of

psychologists and the situations of EFL teachers in Japan. Participants also enjoyed a beneficial discussion about individual experiences with difficult students.

Reported by Peter Sakura

Tokyo: January—*Copyright or Wrong?* by Oliver Bayley, Richard Walker, and Charles LeBeau. Bayley (Oxford University Press) and Walker (Longman/Pearson Education) explained the laws governing copyright in Japan. While publishers are generally interested in maintaining a "stream of revenue," teachers are permitted to make multiple copies under terms of "fair use." Bayley and Walker discussed how the internationally recognized Berne Convention Accords extend Japanese copyright protection to the work of foreign authors. As a rule of thumb, local laws apply to works by authors of fellow signatory nations. Bayley and Walker explained the limits of the fair use policy (usually extending to a maximum 10% of a copyrighted work) and those who can benefit from it (nonprofit institutions). "Systematic copying" is never really allowed. Publishers are being forced to lower prices in the face of international competition (particularly from online retailers), as well as to offer a legal and affordable alternative to bootlegged texts. Publishers and the courts generally strive to balance educational considerations with profit motivations. Bayley and Walker reported that many publishers, especially those in the news media, are generous about giving permission to copy when requested to do so.

Speaking from an author's perspective, LeBeau presented a financial spreadsheet of his work on several textbooks. While his efforts were emotionally rewarding, it was soon apparent that writing textbooks in the current era of mass photocopies might not be particularly lucrative. LeBeau related some stories about his work being mass produced for conferences, and the difficulty of protecting his materials once they had been placed on bookshelves. He compared photocopying to test driving a car: while it may be permissible to test out materials on a limited basis, stealing materials is just plain wrong.

Reported by Stephen C. Ross

Yokohama: January—*The Use of Proverbs in Teaching Communicative English* by William Dare. According to the Cambridge International Dictionary of English, a proverb is "a short sentence, etc. usually known by many people, stating something commonly experienced or giving advice." In an insightful, interactive presentation, Dare was able to demonstrate how well-known proverbs can be used in university classes with learners to aid in the acquisition of English while at the same time exposing students to the wisdom

of the ages; in effect, killing two birds with one stone, to create a unique language learning experience. Dare, who teaches at Kyushu Kyoritsu University, pointed out that we are "hyper-communicating" when we use proverbs and showed how these phrases are utilized as important elements in a book he authored entitled *Let's Learn Colloquial English* (published by Kinseido). Some of the most commonly known and used English proverbs are key points in the 15 chapters of dialogue and activities that Dare has been using as a class text with his students for the past six years. In his presentation, Dare led the attendees through seven chapters of the book discussing the meaning and usage of the proverbs, and comparing and contrasting them with similar Japanese sayings (*kotowaza*). He demonstrated how proverbs can be used as prompts to compare different social and cultural mores and also as jumping-off points to discussions about customs, traditions, language, food, or indeed any of the wide-ranging topics these sayings address. Dare was able to show that proverbs can be a "goldmine" for language learners and teachers because of their sociolinguistic importance and the insights they provide into both western and Japanese culture.

Reported by Eddy White

Chapter Meetings

edited by tom merner

Fukuoka—*Integrating Tasks into the Foreign Language Classroom* by David Beglar. Task-based language teaching (TBLT) meets the minimum criteria for an effective approach: many learners find it motivating, communicative input and opportunities for learners to produce communicative output are provided, and a focus on grammar and vocabulary is effectively contextualized. This workshop will provide participants with the opportunity to experience TBLT first hand. *Saturday May 25, 18:30-20:30; Tenjin YMCA; one-day members 1000 yen.*

Gunma—*A Distance Learning Workshop about the TALK Learning System*: by Josef Messerklinger and Johann Junge (in Kyoto). Mr. Messerklinger, a user of the TALK system, will coordinate with Junge, its creator, to hold a unique "distance" session. TALK is a system which helps teachers facilitate students' independent exploration of communication in foreign languages. Participants will receive a package about the system and experiment with it in groups. Junge will field ques-

tions from participants via telephone during the break. In the second half, Messerklinger will present Junge's responses and give his own account of using TALK. *Sunday May 19, 14:00-16:30; Maebashi Kyoai Gakuen College (1154-4 Koyaharamachi, Maebashi); one-day members 1000 yen, students 200 yen, newcomers free.*

Hiroshima—*International CALL Conference* (instead of a regular meeting). Features exciting presentations concerning using computers in language education. Keynote speakers are Mike Levy of Griffith University and Okuda Hisako of Hiroshima Shudo University. There will also be a pre-conference workshop on Friday, May 17 at Hiroshima University. For all details see <<http://jaltcall.org/conferences/call2002/cfp-e.html>>. *Saturday and Sunday May 18-19; Hiroshima Jogakuin University.*

Hokkaido—The JALT Hokkaido 19th Annual Language Conference will be held on June 15-16, 2002. The theme is Language Learning, Research, and Technology. The conference site is the Hokkaido International School. There will be about 35 presentations including presentations on: leading discussions using video clips theater games for English classes, designing a virtual reality English program, global English education, vocabulary building, small group workshop learning, and improving reading skills. JALT members walk in free. Guests pay just 2000 yen for two days. You can join JALT at the conference and then the 2000 yen fee is waived. A complete schedule and presentation abstracts, directions to the conference, instructions for ordering lunch, and information on the dinner and concert will be up on our homepage at the beginning of April. Watch for announcements on our email list.

Please mark your calendar for this exciting event!
Ibaraki—*Which Kanji Dictionary Can Best Meet Your Kanji-Learning Needs?* by Mary Sisk Noguchi of Meijo University and a columnist for the *Japan Times*. *Sunday May 26, 13:30-17:00; Tokyo Kasei Gakuin—Tsukuba Women's University; one-day members 500 yen.*

Iwate—*The Cancer of Competition: Games in the EFL Classroom* (Bilingual presentation) by Chris Hunt. Most teachers now regard the use of games as beneficial to language learning. But little attention has been given to the effect of the structure of the games used. By comparing the structure of competitive games with cooperative games, the presenter will demonstrate how the structure of games affects learning. The inherent problems of competitive structures will be outlined and solutions given. By directly experiencing different kinds of game structures participants will come away both with practical new activities to use in the classroom and an understanding of how

games fit into the classroom context. *Sunday May 26, 10:00-12:30; Iwate International Plaza, Morioka; one-day members 1000 yen.*

Matsuyama—Public Directives in Japanese and American English: Implications for L2 Learners by Carol Rinnert. This presentation is based on pragmatic analysis of more than 700 public directives (e.g., prohibitions, requests, warnings) in diverse contexts, ranging from airports to zoos, in Japan and the U.S. Implications of the findings include the need to raise awareness of the systematic variation in both societies in order to avoid potentially serious misunderstandings of the intended meaning of the directives. *Sunday May 12, 14:15-16:20; Shionome High School Kinenkan 4F; one-day members 1000 yen.*

Miyazaki—Applying The Uniqueness Principle: Tools and Tasks by Bill Pellowe. Research shows that learners often misunderstand or resist multiple functions for single forms (such as present and future meanings of the present continuous). This is called the Uniqueness Principle (UP). The presenter will explain UP with examples from research and classroom data, arguing that understanding UP benefits teachers in several ways. He will then demonstrate awareness-raising activities (embedded within larger tasks) which reveal different functions or meanings created by single forms, thus confirming or contradicting students' initial understandings. *Saturday May 25, 15:00-17:00; Miyazaki International College, Room 307; one-day members 500 yen.*

Nagoya—(1) Testing Basics: The A, B, Cs by Elizabeth Hiser. The first presentation focuses on basic classroom assessment and testing procedures. It explains basic testing procedures and how to do simple statistics. Principles of communicative assessment and various assessment types will be explained. Also, the role of item facility and item discrimination in classroom tests, exams, and quizzes will be clarified.

(2) **How to Help Weaker Students Improve** by Parrill Stribling. The second presentation focuses on course goals, accountability, and grading standards. After introducing an overall educational theory, the presenter will discuss the practical aspect of implementing curriculum goals. The relation of course goals to evaluation standards will be underscored, and ways of fostering motivation and learning discussed. The presentation concludes by offering practical experience in setting and reaching agreement on writing, speaking, listening, and reading course goals. *Sunday June 23, 13:30-16:30; Nagoya International Center, lecture room # 2, 3F; one-day members 1000 yen.*

Niigata—Read with Me and I will Read: Activities that Work with Elementary School Children by Setsuko Toyama and Julian Whitney. Both presenters have been using picture books as a teach-

ing resource for a number of years and have found them to be motivating and enjoyable. They will describe a three-stage process for using picture books in the English classroom. A variety of activities will be presented. If teachers come as children, willing to participate, they will leave with a number of exciting lessons for their young learners of English. *Sunday May 12, 13:30-15:00; International Friendship Center; one-day members 1000 yen.*

Okinawa—The Psychology of Difficult Students by Curtis Kelly. Every college teacher must face students who are bored, indifferent, and even hostile. While there are no simple solutions for dealing with such students, four theories in psychology related to motivation, moral development, and learning provide fascinating insights. The presenter will also explain how our pedagogy is based on the industrial model, and how radical humanistic techniques can dismantle the "wall of fear." *Sunday May 19, 14:00-16:00; Okinawa Christian Junior College; one-day members 1000 yen.*

Omiya—Winning the Struggle to Teach High School Students to Communicate by Phil Julien, Saitama Medical University. Most high school teachers would probably agree that the textbooks approved by the National Ministry of Education are inadequate for teaching real communication. However, we can easily develop suitable materials ourselves just by using a little creativity and raising student awareness. The presenter will demonstrate how to create communicative materials which both maintain student interest and are easy to use. *Sunday May 19, 14:00-17:00; Omiya JACK 6F (near Omiya Station, west exit); one-day members 1000 yen.*

West Tokyo—Online Drills for Learning and Teaching by Kobayashi Etsuo. This is a workshop where participants will learn how to make online drills on the Internet and how to use them in their classes. A newly developed online system called WebASC (Web-based Automatic Shiken Creator) by Kobayashi's research team at Rikkyo University and Mie University will be used to create Web tests and drills. You will be able to use them in your own classes even after the workshop. No knowledge of programming is necessary to create Web exercises in the system. *Saturday May 25th, 13:30-16:30; Rikkyo University, Niiza-Campus, Computer Room; one-day members 1000 yen.*

Yamagata—The Accelerated Learning Cycle by Charles Adamson, Miyagi University. The Accelerated Learning Cycle is the secret of making learning easier and more effective. It consists of introduction, active concert, passive concert session, reading elaboration activities, and writing. The presenter will explain the purpose and how to do each portion of the cycle, and then talk about ways to improve learning. *Sunday May 26, 13:30-*

16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 800 yen.

Yokohama—Intercultural Instruction Ideas and Motivating Projects by Scott Bronner, Waseda University. The speaker will present a number of cultural simulation and interactive teaching ideas based on books from Intercultural Press and his experience teaching intercultural communication courses. In addition, he will present a related project encouraging student involvement with a student-founded NGO named Japan Korea Asian Fund that encourages interaction among Asian cultures. *Sunday May 12, 14:00-16:30; Ginoo Bunka Kaikan, in Kannai (three minutes from JR Kannai Station and one minute from Isezakichojamachi on Yokohama Subway line); one-day members 1000 yen.*

Chapter Contacts

edited by tom merner

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Aoyama Gakuin University, 4-4-25 Shibuya,
Shibuya-ku, Tokyo 150-8366.
Tokyo-to—The Faculty of Law of Aoyama Gakuin
University is seeking a full-time tenured teacher of
English at the lecturer or associate professor or
professor level to assume duties on April 1, 2003.
The successful applicant will also have a seminar
class. **Qualifications:** (1) specialty in TEFL/TESOL/
TESL/ELT, applied linguistics, linguistics; (2) doc-
toral degree or all doctoral course work finished as
of April 1, 2003; (3) sufficient ability in Japanese
and English to carry out all job-related duties in-
side and outside the classroom; (4) no older than
53 as of April 1, 2003; (5) no nationality require-
ment; (6) acceptance of Aoyama Gakuin
University's educational policy. **Application Ma-
terials:** either Japanese or English (1) resume form
with photo; (2) a copy of the diploma for the
highest degree received or a letter of certification
from the institution; (3) list of publications and
presentations and copies of three representative
publications (photocopies acceptable); (4) a
sample syllabus for an English class; (5) letter(s) of
recommendation. Applicants will be notified of
the general screening schedule. **Salary and Ben-
efits:** Salary and other working conditions are de-
termined by Aoyama Gakuin rules and
regulations. **Contact:** Nakamichi Itsuo, c/o Aca-
demic Affairs Office, Aoyama Gakuin University,
4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366 Japan;
t: 03-3409-8111, ext. 12139; f: 03-3409-4575;
<inakamichi@jm.aoyama.ac.jp>. **Application
Deadline:** All materials must arrive no later than
May 20, 2002, addressed to Yamazaki Toshihiko,
Dean, Faculty of Law, at the above address by re-
gistered mail with "English Position" written in red
on the front of the envelope. **Additional Infor-
mation:** All materials will be reviewed in strict
confidence and returned to applicants after the
completion of the screening process. For informa-
tion about the Faculty of Law, see our homepage
(Japanese only) at <<http://www.als.aoyama.ac.jp>>.

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 follow-
ing information: city and prefecture, name of institution,
title of position, whether full- or part-time, qualifica-
tions, 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 list-
ings via email, please send a blank message to
<jobs@jalt.org>.

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 teach-
ing experience or one year university English
teaching experience with a PhD; teaching small
group discussion, journal writing, and book re-
ports; collaboration with others in curriculum re-
vision project; publications; experience with
presentations; familiarity with email. **Salary and
Benefits:** comparable to other universities in the
Tokyo area. **Application Materials:** Apply in writ-
ing, with a self-addressed envelope, for an applica-
tion form and information about the program.
Deadline: ongoing. **Contact:** PART-TIMERS; En-
glish and American Literature Department,

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 teach-
ing 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](http://www.debito.org/univquestions.html)>
3. ELT News at <[www.eltnews.com/
jobsinjapan.shtml](http://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.

Call for Participation

The GALE, GILE, and PALE SIGs—are cosponsoring a conference entitled *Peace as a Global Language* to be held September 28 and 29, 2002, at Daito Bunka Kaikan (of Daito Bunka University), Nerima-ku, Tokyo. Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. For further information please visit <kyushuelt.com/peace>, or 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>.

Other Announcements

Universal Chapter and SIG web access—As a result of recent developments within the JALT website, all JALT chapters and SIGs now have a basic information page available which is linked to the main JALT website. Upcoming meeting information and officer contact details for all chapters and SIGs are viewable at <jalt.org/groups/your-chapter-name> where your-chapter-name is the name of the chap-

ter or SIG you wish to access. For example, information for the West Tokyo chapter is <jalt.org/groups/westtokyo>, the CUE SIG is <jalt.org/groups/CUE>, and the Teaching Children SIG is <jalt.org/groups/teaching-children>. Please note that in some cases chapters or SIGs may not have provided up-to-date information for our databases; this will be reflected on the webpage. We hope JALT members will find this service useful. Queries can be directed to the JALT (English) web editor, Paul Collett; <editor-e@jalt.org>.

Online database information—Just a reminder that if any of your chapter, SIG, or National Officer information as posted in the recent *TLT Supplement and Directory* is incorrect, altered, or obsolete, changes must be made via the online database. This database must be updated because: (1) *TLT* uses it for producing the directory. As of next year, only information that has been inputted will be used in the directory, and (2) JALT Central Office uses it to keep track of the officer status of each group. The officer database can be accessed at <jalt.org/officer_admin>. You'll need: (1) your group's password and user name (available from your coordinator), and (2) your JALT membership number. If you have any problems with the database, please contact Paul Collett; <paul@jcom.home.ne.jp>.

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>.



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、横書きをお願いいたします。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ってください。

The Language Teacher is 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をお願いします。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 Features. Well written, well-documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (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. The article's title and an abstract of up to 150 words must be translated into Japanese and submitted separately. A 100-word biographical background and any tables or drawings should also be sent in separate files. Send electronic materials in an email attachment to Robert Long. Hard copies also accepted.

日本語論文です。400字語原稿用紙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・写真は、本文の中には入れず、別紙にし、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、別文でもお願いいたします。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別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。別紙に、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.

ation, 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、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。

Readers' Forum. Essays on topics related to language teaching and learning in Japan, up to 2,500 words. While not focused on primary research data, a Readers' Forum article should nevertheless display a wide reading and depth of understanding of its topic. Japanese title and abstract also required (see above). Send electronic submissions to Scott Gardner.

リーダーズ・フォーラム：日本での言語教育、及び言語学習に関する6,000字以内の英語です。調査データに焦点を当てていなくても、リーダーズ・フォーラムの記事は、読者に、話題に関して深い理解を与える記事を集めます。

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。別紙に、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、その本が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-recognized 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。原稿の行頭に (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、発表者の紹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ありません。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ありません。なお、求職広告不掲載が JALT Executive Board の方針です。

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For information on advertising in *TLT*, please contact the JALT Central Office: tlt_adv@jalt.org

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 39 JALT chapters and 1 affiliate chapter 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, 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, Gifu (affiliate).

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); 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.

Central Office

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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、コロキウム、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、テスト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39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、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、岐阜【準支部】）

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ルリズム、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）、英会話（未承認）、発音（未承認）

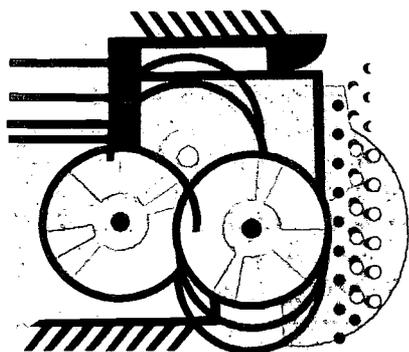
JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

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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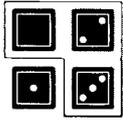
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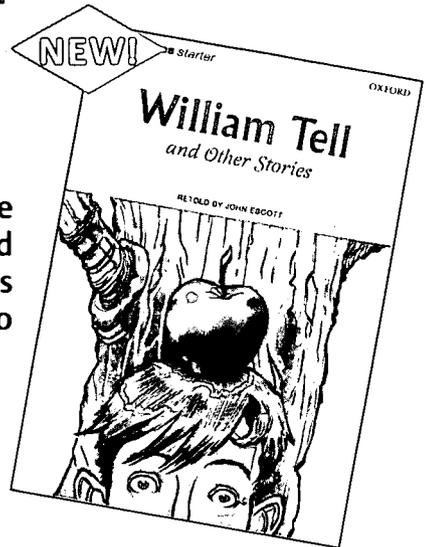
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