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**The Problem of Possession**  
*Charles Kowalski*

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**Considerations for Securing an English Teaching Position at a Japanese University (Part 1)**  
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**CALLing Japan: A Survey of Professional Opinion**  
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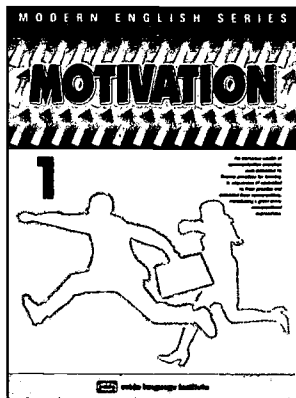
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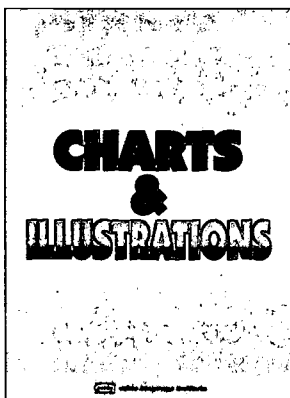


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Hello, *TLT* Readers:

Welcome to August, and the latest issue of your *Language Teacher*. Last June's soccer excitement notwithstanding, it's been a long, hot summer. If you have any doubts about that, just ask your local JALT officer. Or better yet, please consult our JALT News column this month for some very important messages from our standing national officers.

We hope our summer fare in this issue will be of help to you in your efforts at becoming a better teacher. Our feature article comes from **Charles Kowalski**, who discusses Japanese English learners' tendency to overgeneralize the concept of possession in English, often by just saying *no* (の).

In our Readers' Forum column, we have two articles that shed some light on professional advancement opportunities for teachers in Japan. The first, by **Christopher Glick**, is Part 1 of a two-part essay describing the variety of opportunities and providing advice for people seeking to teach at the tertiary level in Japan. The second article, by **Nathaniel Edwards**, summarizes a survey he took of language teachers around Japan to gauge their use of CALL (Computer Aided Language Learning) and to help them build confidence to use CALL more with their students.

Don't forget to start making plans to attend JALT2002 in Shizuoka, November 22-24. It's hot right now, but you'll still want a nice warm hotel room to stay in come the end of November.

Here's to a nice ending to summer, to a festive *o-bon*, and to a healthy, prosperous teachers' organization we know as JALT.

—*Scott Gardner*  
Co-Editor

#### TLT読者の皆様

語学教師の最新の問題を扱う8月号へようこそ。先月のサッカーワールドカップは長く、暑い日が続きましたが、エキサイティングなものでした。もしご質問がありましたらどんなことでも、地域のTLT役員にお尋ね下さい。今月のコラムでは、立候補している全国役員からのメッセージがごらんいただけます。今月の論文は、Charles Kowalskiが日本人英語学習者の「の」という発話から、過剰一般化した英語の所有観念を論じています。リーダーズ・フォーラムでは、2つの論文を掲載しています。1つはChristopher Glickの高等教育で職を得ようと考えている人への情報や助言をまとめたもの前編です。もう1つはNathaniel Edwardsのコンピューター支援による言語学習の使用状況と、使用するための学生との信頼構築の調査要約です。ところで、11月22日から24日に静岡で行われるJALT2002をお忘れなく。では、この夏を、お盆を、健やかに過ごして下さい。

*Scott Gardner*  
Co-Editor

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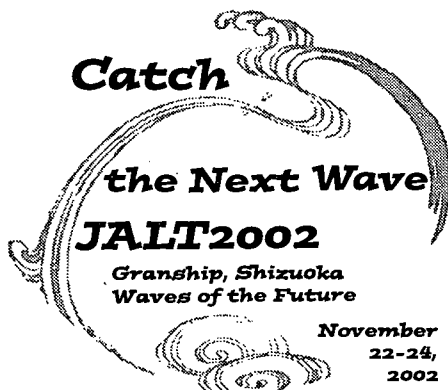
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Expressions of possession often pose a problem when translating from Japanese into English. The Japanese case particle の, with the wide range of meanings it conveys, is a frequent source of errors for Japanese students trying to express themselves in English, particularly its correlation with the English possessive which shares some functions with it but is far from an exact equivalent. This paper focuses on the English possessive and the Japanese case particle の, presenting a contrastive analysis of the two, and giving an overview of some strategies students and teachers can employ to assist in the transition from Japanese thought to English expression.

### The English Possessive

Aside from the possessive forms of personal pronouns, there are two ways of expressing the possessive form of noun phrases in English: the inflectional ('s affixed to the end of a noun phrase) and the periphrastic (joining two noun phrases with the preposition *of*).

According to Celce-Murcia and Larsen-Freeman (1999), the meanings expressed by these forms include:

- *Possession*: "Yuki's car," "his book"
- *Agency*: "the works of Shakespeare," "Einstein's theory of relativity"
- *Human relationships* (family, professional, or social): "my mother," "your boss"
- *Traits* (physical or other): "Anne's eyes," "his personality"
- *Representation*: "my grandfather's photograph," "the painting of the Last Supper"
- *Evaluation*: "the project's value," "the Importance of Being Earnest"
- *Eponymity*: "St. Paul's cathedral," "the temple of Jupiter"
- *Measurement*: "an hour's time," "a distance of ten miles"
- *Subject and nominalized verb*: "the earth's rotation"

These are listed roughly in frequency order. N. Han's unpublished research paper (1996, quoted in Celce-Murcia and Larsen-Freeman, 1999) indicated that possession and agency account for a majority of the possessive forms occurring in spoken English. This list is not an exhaustive one; other categories could be added, such as *time* (yesterday's news, the events of last year). The list also confines itself to meanings that can be expressed using either of the two forms; adding those that can be expressed using one but not the other could expand the list to include new categories such as *contents of a vessel* ("a bottle of wine" but not "\*a wine's bottle"). This list, however, embraces the most common meanings of the English possessive.

### The Japanese Case Particle の

Japanese speakers learning English, and vice versa, are often taught that the Japanese case particle の is equivalent to the English possessive. This is a useful rule of thumb, particularly in the case of the inflectional possessive 's, which retains the original word order (ゆきの車 *Yuki no*

# The Problem of Possession

日本人学習者が英語を学ぶ際に引き起こす多くのエラーの原因は日本語の格助詞「の」と英語での相当語句である所有格を過度に適用するためである。格助詞「の」は英語の所有格とある程度は一致するが、実際には「の」の持つ意味はかなり広範囲に渡り、英語に訳す時には様々な文型を用いなければならない。本論では、格助詞「の」と英語の所有格の混乱から生じるエラーの分析と処理法を考察する。

*kuruma* = Yuki's car). In addition, the Japanese の and the English possessive overlap in all the functions listed above: possession (as in the example above), agency (漱石の小説 *Soseki no shosetsu* Soseki's novels), relationships (鈴木さんのお兄さん *Suzuki-san no oniisan* Suzuki's elder brother), traits (彼女の目 *kanojo no me* her eyes), representation (松前先生の像 *Matsumae-sensei no zo* the statue of Professor Matsumae), evaluation (時間の価値 *jikan no kachi* the value of time), eponymity (自由の女神 *Jiyu no Megami* the Statue of Liberty), measurement (三人の博士 *san-nin no hakase* three wise men), nominalization (時計の動き *tokei no ugoki* the motion of the clock), and time (明日の会議 *ashita no kaigi* tomorrow's meeting).

The list, however, does not end there. There are numerous other meanings conveyed by the particle の. Kondo & Takano (1986), Drohan (1991), and a sample taken from a Japanese-language corpus (Uemura, 1997), together yield the following additional meanings for の as a case particle (ignoring its use as a final particle):

**Affiliation:** 高校の先生 *koko no sensei* a high-school teacher, 早稲田大学の教授 *Waseda Daigaku no kyoju* a professor at Waseda University

**Apposition:** 地下鉄の東西線 *chikatetsu no Tozai-sen* the Tozai line subway, 魔女のきき *majo no Kiki* Kiki, the witch

**Description:** personal characteristics (金髪のモデル *kinpatsu no moderu* a blonde model, 韓国人の学生さん *Kankokujin no gakusei-san* a Korean student); material (革のベルト *kawa no beruto* a leather belt); color (ワイン色のマフラー *wain-iro no mafura* a burgundy scarf); shape (正方形の箱 *seihokei no hako* a square box)

**Origin:** 青森県のりんご *Aomori no ringo* apples from Aomori, 北海道のお土産 *Hokkaido no omiyage* souvenirs from Hokkaido

**Purpose:** 頭痛の薬 *zutsu no kusuri* medicine for headaches, 初心者テキスト *shoshinsha no tekisuto* a text for beginners

**Relation:** 友達作ったクッキー *tomodachi no tsukutta kukkii* the cookies my friend made, ジャックの建てた家 *Jack no tateta ie* the house that Jack built

**Spatial relation:** direction (西の方 *nishi no ho* to the west); location (学校の隣 *gakko no tonari* next to the school)

**Subject matter:** 文学の本 *bungaku no hon* a book on literature, 剣道の達人 *kendo no tatsujin* a kendo expert

**Topic:** 日本のこと知りたい方 *Nihon no koto shiritai kata* someone who wants to learn about Japan, タベのことです *Yube no koto desu ga...* About last night...

Thus, the English possessive corresponds to some but not all of the functions of の (Table 1).

The above list is not exhaustive either. Both Drohan and Kondo & Takano (*op. cit.*) classify several more uses for の, including listing (何のかのと *nan no kan no to* what with one thing and another) and nominalization of verbs (起きるのが早い *okiru no ga hayai* it's too early to get up). These and other functions particular to Japanese grammar, without even remote equivalents in English, do not generally present problems; the functions listed, which the learner might reasonably expect to be equivalent between Japanese and English, are the most common sources of error.

Table 1: Overlap of the English possessive with the Japanese case particle の

Affiliation Apposition		Description Origin	
Possession	Traits	Eponymity	Measurement
Agency	Representation	Evaluation	Nominalization
Relationships			Time
English possessive + Japanese particle の			
Purpose		Subject matter	
Relation		Topic	
Spatial relation		Japanese particle の only	

**Contrastive Analysis**

The difficulty Japanese speakers experience in translating the case particle の into English is not surprising, considering that according to Stockwell *et al.*'s hierarchy of difficulty (1965, quoted in Larsen-Freeman & Long, 1991), "splits," in which one pattern in the L1 corresponds to two or more in the L2, are the most difficult patterns of all for second language learners to master. This section provides some guidelines concerning the choice between the two main forms of the possessive as well as the other patterns in English supporting the various functions of の, with examples of how learners who misuse or overuse the possessive may produce ungrammatical, awkward or ambiguous sentences. (Examples marked with an asterisk are taken from Asao, 1996; unmarked ones are from the author's experience.)

*The inflectional vs. periphrastic possessive*

Phon Khampang's 1973 survey of native English speakers (quoted in Celce-Murcia & Larsen-Freeman, 1999, p. 315), designed to address the question of "How do you know when to use 's, and when to use of?" yielded results generally consistent with the rule of thumb commonly taught to English language learners: that 's is preferred when the head noun is

animate — “Mary’s husband,” “the cat’s toy.” Additionally, ‘s was preferred with inanimate head nouns when the noun could be viewed as performing an action: “the train’s arrival was delayed.” Inflectional constructions are also often seen with double possessives (“John’s brother’s wife”), nouns of special interest to human activity (“the game’s history,” “London’s water supply”) and natural phenomena (“the earth’s rotation”). *Of*, however, was preferred in nearly all other cases involving inanimate head nouns (except in certain fixed collocations resembling attributive noun constructions, such as “women’s university” and “ship’s doctor”), as well as animate head nouns when the noun phrase was especially long (“the brother of the lying, cheating, no-good snake in the grass that stole my horse”).

The inflectional possessive is the more convenient for Japanese learners, being both shorter and a closer syntactic parallel to the Japanese *no*. This leads to overuse, especially with inanimate head nouns, resulting in constructions like “there’s temple, house’s roof and so on\*” and “traveling’s image is fun\*.” (In some cases, students show an inclination in the opposite direction, using the periphrastic possessive where the inflectional is called for: “tomorrow is birthday of my boyfriend\*.”) While there are several exceptions to “‘s with animate head nouns, *of* in other cases,” as shown above, students who follow this rule of thumb have a better chance of using the possessive correctly.

#### Attributive nouns

Many of the *no* constructions in Japanese correspond to attributive noun constructions in English. Purpose (“cold medicine”) and description (“gold medal,” “baseball team,” “division manager”) usually fall into this category, and affiliation (“university professor”) and apposition (“the Tozai Line subway”) sometimes do as well.

According to Lewis (1993), the attributive noun construction is among the most underused by English-language learners, and lack of awareness of this pattern often results in cumbersome constructions like “arrangements for the traveling” rather than “travel arrangements” (p. 143). This should not be true in Japan, for two reasons: first, an equivalent construction exists in Japanese; and second, numerous English attributive noun collocations have found their way into Japanese as katakana loanwords (コンピューター・グラフィックス computer graphics). Nevertheless, Japanese learners remain among those who underuse the attributive noun construction, inserting an extraneous possessive instead (“the homestay’s family was OK\*,” “I have pollen’s allergy”), which is particularly noticeable with descriptions (“plants of cucumbers\*” for “cucumber plants”). In such cases, the problem can be addressed by a simple rule of

thumb: “Say the same thing without the ‘s, and you have a better chance of sounding natural.”

#### Adjectives

Often, *no* constructions in Japanese correspond to adjectives in English, especially for description (木の机 *ki no tsukue* = “wooden desk”; 茶色の目の少女 *chairo no me no shojo* = “brown-eyed girl”). When a student uses a possessive construction where an adjective is called for, it can lead to utterances like “Last month, I had the thing of sadness\*.”

Affiliation in particular is frequently shown in English with proper adjectives; while neither “the government of Japan” or “Japan’s government” is unacceptable for 日本 of 政府 *Nihon no seifu*, “the Japanese government” is more concise than the first and sounds more natural than the second (on the principle that ‘s is dispreferred with inanimate head nouns). To prevent errors in this area, it is first necessary for students to know about proper adjectives, and second, and then to realize that they take the place of the Japanese *no* construction and do not require an additional possessive (which results in errors like “talent of Japanese usually go to Hawaii\*” and “I can learn about living way of American\*”).

#### Prepositions

Japanese *no* constructions are often represented in English by prepositions other than “of”. Examples include: *for* for purpose (“questions for discussion”); *from* for origin (“apples from Aomori”); *at* for affiliation (“a professor at Waseda University”); *on* or *about* for subject matter (“a book [on/about] Buddhism”); and *at*, *in*, or *on* for location. (Location is also often expressed by compound prepositions, like *next to*; this presents a double problem for Japanese learners thinking in terms not only of the possessive but of Japanese word order; thus “the coffee shop is next to my house” can become “the coffee shop is my house’s...*tonari*?”)

The question of when to use which preposition could be the subject of a whole separate book (or at least a sizeable portion of a book, as in Celce-Murcia & Larsen-Freeman, 1999, pp. 401-424, or Swan, 1995, pp. 444-457). Preposition distribution is one of the greatest headaches for learners of English, and summarizing all the vagaries of English prepositions into a few concise rules is all but impossible. Learners who are aware that *no* will generally correspond to one of a limited list of prepositions in English, however, have a better chance of expressing themselves accurately.

#### Relative clauses

In some cases, *no* is used between the embedded subject and verb of a relativized object clause. This appears in English as a relative clause, with the relative pronoun either present (“the present that I

bought”) or deleted (“the present I bought”).

### Appositives

When の denotes apposition, it can be translated directly as an appositive, placed either before or after the noun phrase (友人の志村さん *yujin no Shimura-san* = “my friend Mr. Shimura” or “Mr. Shimura, my friend,” but not “my friend’s Mr. Shimura”).

### Pedagogical Implications

The previous section dealt with the diagnosis of errors in translating の constructions. This section will focus on their treatment.

### Presentation:

An important first step in dealing with の errors is to raise students’ awareness of the basic rule that の does not always correspond to the possessive in English and introduce them to the various other expressions used in English for conveying the same meanings. Table 2 is a rough guide to the non-possessive equivalents of の in English. The rules, of

course, are not hard and fast: invariably, some expressions will straddle the boundaries of the categories as presented, but an outline of the rules is provided as a general reference.

A more inductive way of calling attention to the gap between the two is to present a series of examples of the various English equivalents of の in a meaningful context, and have students formulate their own rules (with some guidance from the teacher when necessary). Providing a visual framework as a memory aid will also be helpful.

### Practice:

Once students’ attention has been called to the gap between の and its English equivalents, this awareness can be reinforced in the classroom through activities or games requiring students to choose from among various の parallels. A list of sentences, with each having two or more options for a の construction (e.g. “My father is [a teacher at Bosei High School / Bosei High School’s teacher / ...]”) can form the basis for a homework assignment or for a

Table 2: Uses of the case particle の not corresponding to the English possessive

Use of の	Example	English equivalent	English example	Possible errors
Origin	北海道のお土産 <i>Hokkaido no omiyage</i>	Preposition	<i>souvenirs from Hokkaido</i>	<i>Hokkaido's souvenirs</i>
Spatial relation	家の隣 <i>ie no tonari</i>		<i>next door to my house</i>	<i>my house's next door</i>
Purpose	頭痛の薬 <i>zutzu no kusuri</i>	Preposition or attributive noun	<i>medicine for headaches</i> <i>headache medicine</i>	<i>medicine of headaches</i> <i>headache's medicine</i>
Subject matter	園芸の本 <i>engei no hon</i>		<i>gardening books</i> <i>books on/about gardening</i>	<i>books of gardening</i> <i>gardening's books</i>
Affiliation	早稲田大学の教授 <i>Waseda daigaku no kyoju</i>	Preposition or proper adjective	<i>a professor at Waseda University</i>	<i>Waseda University's professor</i>
	韓国の学生 <i>Kankoku no gakusei</i>		<i>a Korean student</i>	<i>Korea's student</i>
Description	白髪の老人 <i>shiraga no rojin</i>	Adjective or attributive noun	<i>a white-haired old man</i>	<i>a white hair's old man</i>
	革のベルト <i>kawa no beruto</i>		<i>a leather belt</i>	<i>a leather's belt</i>
Relation	友達の作ったクッキー <i>tomodachi no tsukutta kukkii</i>	Relative clause	<i>the cookies my friend made</i>	<i>my friend's made cookies</i>
Apposition	主人公のフォレスト・ガンブ <i>shujinko no Forrest Gump</i>	Appositive	<i>the hero, Forrest Gump</i>	<i>a hero's Forrest Gump</i>



team game played in class, with points going to the team that chooses the correct answer most often. Another possibility for a team game would be a race to make correct sentences from words given out of order (on index cards or in a list or word splash), with a few distracting prepositions or possessive markers added.

Encouraging students to self-monitor, paying attention to mistranslations of  $\mathcal{O}$  in their own speaking and writing, can also be beneficial. Oxford (1990) notes: "Tracking the cause of the problem, such as overgeneralization from a native language rule, or inappropriate verbatim translation, helps learners understand more about the new language or about their own use of learning strategies" (p. 161). In writing classes, this can be a focus for a self-editing or peer editing activity; students can be given a set of guidelines like the one shown in Figure 2 (teacher-made or self-made), and then focus on finding instances of mistranslated  $\mathcal{O}$  constructions in their own or their classmates' work.

One technique that can be used for independent practice is E-J-E translation (adapted from Ishii, 2000). Students read an English text of interest to them, at or slightly beyond their reading level, translating mentally into Japanese as they read. When they come across a phrase that translates as a  $\mathcal{O}$  construction, they copy the English sentence into a notebook or onto a flashcard, and write their own Japanese version on a different page or column of the notebook or the reverse side of the card. Students can then review by first looking at the Japanese version (with the English original concealed) and mentally translating back into English, then checking their translation against the original. These can be reviewed at gradually increasing intervals to establish the patterns in long-term memory (Oxford, 1990, pp. 66-67). This technique provides learners with practice in translating Japanese  $\mathcal{O}$  constructions into English, as well as a way to verify the accuracy of their translations independently of the teacher.

#### Use:

It would not be easy, or even necessarily desirable, to construct an exercise that would give students the opportunity to produce meaningful and relevant utterances containing *all* the English equivalents of  $\mathcal{O}$ . Certain aspects, however, can be worked on one at a time. For example, family or business introductions ("This is my aunt's husband Yoichiro Sato, a history teacher at Yoshikawa High School") would provide a context for relationships, description, apposition, and affiliation. Requesting specific items from someone about to go shopping or on a trip could provide a context for origin, description, material, purpose ("I need some of those brown sugar throat candies from Okinawa") and

other functions.

Journal writing provides a context in which students will frequently need to use many of the equivalents of  $\mathcal{O}$ . An excerpt from Ishihara (2001): "My friend Brad showed me a picture of his new girlfriend...I wish I had one like her" (p. 194), for example, contains at least three uses of  $\mathcal{O}$  (apposition, possession, and representation) in one sentence.

As students use these various patterns more often in speaking and writing, the scaffolding provided by rules and translation techniques should cease to be necessary; the ultimate goal is to have the correct pattern available for immediate recall, bypassing the L1 entirely if possible. Until students reach that level, however, the rules of equivalency and practice techniques are provided as intermediate steps. The more practice students have with these patterns in context, the better able they will be to use them with confidence, until they can say about all the various English equivalents for the  $\mathcal{O}$  construction: "No problem!"

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## Considerations for Securing an English Teaching Position at a Japanese University (Part 1)

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Securing employment at a Japanese university can seem an impossible proposition. It is not unusual to hear assertions that such jobs can only be had through personal connections, that only PhD's need apply, that you need publications, that you must be a new graduate, and so on. As in any field of employment in any country, there is a degree of truth to many such assertions; however, securing a job at a Japanese university is little different from securing any job anywhere: Research the job you want, acquire the requisite credentials and experience, meet the requirements, and apply.

### Clarification of Terminology

A clarification of relevant Japanese terminology should benefit readers both inside and outside Japan, although it must be said that some of the following terms' meanings are changeable. Terms for teaching positions' names, in English, were compared and taken from Japanese colleagues, the *Monbukagakusho* (Ministry of Education, Science, Sports and Culture, see below) and Japan Information Network (1999; hereafter, JIN) sites and Aldwinkle (1999).

- *Monbusho*, now properly known as *Monbukagakusho*: the Japanese Ministry of Education, Science, Sports and Culture, on the web in English at <[www.mext.go.jp/english/](http://www.mext.go.jp/english/)>.
- *daigaku*: a university or college
- *tanki daigaku*, often abbreviated as *tandai*: a junior college
- *kyouju*: professor
- *jokyouju*: assistant professor
- *koushi*: lecturer
- *joshu*: assistant
- *gaikokujin kyoushi*: literally a "foreigner teacher" but often translated as a "visiting lecturer," a full-time position for a foreign national who is not treated as a Japanese national
- *gaikokujin kyouin*: a full-time position held by a foreigner who is treated as a Japanese national, which means Japanese ability is usually required and position will likely be tied to age
- university: a four-year college
- junior college: a two- or three-year college

### *Gaikokujin Kyoushi*

As can be seen from the list above, there are many types of positions at Japanese universities, as at universities elsewhere. For those seeking positions, the Japanese position title is more important in terms of expected job conditions than the English title. This article will focus on *gaikokujin kyoushi* positions, since these are positions created specifically for foreigners and are probably far more common than *gaikokujin kyouin* positions; these two terms for positions may be used differently at private institutions. Those seeking *gaikokujin kyouin* positions in particular might be interested in reading, in Japanese, *Daigaku Kyouju ni naru Houhou* (Washida, 1991) and *Shin Daigaku Kyouju ni naru Houhou* (Washida, 2001), the latter a collection of the author's serial articles on the topic of securing university employment that were published in the October 1998 to June 2001 issues of the Japanese magazine *Executive*. Both books deal specifically with securing positions at Japanese universities, for Japanese, although they both contain information applicable to foreigners as well. It should be noted here that "[g]enerally speaking, as a native English speaker, you need an MA to teach in universities..." (Kitao & Kitao, 1996). Anecdotal evidence suggests that those seeking English teaching positions should have degrees in linguistics, applied linguistics, or TESOL.

### Japanese Universities, Present and Future

There are 1,221 universities and junior colleges in Japan: 119 national, 127 other public, and 975 private (*Monbukagakusho*, 2001h, 2001d). In 2000, there were 5,038 foreigners teaching in some capacity at universities and 496 at junior colleges (*Monbukagakusho*, 2001c, 2001b). Out of the total 137,568 part-time teachers at universities, foreigners numbered 8,780; out of 33,852 part-timers at junior colleges, 1,754 (*Monbukagakusho*, 2001c & 2001b).

According to *Monbukagakusho* (2001f), the number of incoming university students actually increased fairly steadily from 132,296 in 1955 to 599,655 in 2000. The total number of university students has also increased (*Monbukagakusho*, 2001g; Japan Information Network, 2001c), a pattern which applies to the number of university

本論文は前後編の、前編である。日本の大学の基本情報及び教師の状況とその選考基準を紹介し、さらに、筆者やその同僚がいくつかの国立私立大学に応募し、教員として働いた経験をもとに、英語教師職に応募する際に重要だと思われることを論述する。

teachers as well (Japan Information Network, 2001b). For junior colleges from 1981 to 2001, the numbers are grim, with enrollment peaking at 530,924 in 1993 and declining steadily to 289,199 in 2001 (Monbukagakusho, 2001e, 2001g), a pattern reflected in the number of teachers (Japan Information Network, 2001a). It seems likely that the continued growth in university enrollment is coming at the expense of junior colleges.

Expected declining enrollments and shrinking government budgets will hit junior colleges and, I expect, new universities with unproven track records the hardest. Another concern is the eventual privatization of national universities, which "will become self-governing entities in fiscal 2004" ("Colleges," 2002); privatization and its possible resulting closures, mergers, and downsizing may well spread to public universities and junior colleges as well. Januzzi and Mulvey (2002) claim that "[a]ccording to the OECD, Japan's high school population of 2 million is predicted to drop to 1.2 million by the year 2010," which highlights the universities' future difficulties. To illustrate their current financial difficulties, consider the following from the magazine *J@pan, Inc.*:

The percentage of Japan's high school graduates who will enter a 4-year or 2-year junior college reached 48.6 percent, according to data from the Ministry of Education, Science, Sports, and Technology. That's up by about 10 percentage points from a decade ago. Unfortunately, last year about 30 percent of Japan's private universities and half of its junior colleges failed to attract a full enrollment, which means they'll admit almost [anyone] who can pay the tuition. Some parents have begun shopping for bargains. ("Blowfish," 2002, p. 56)

In short, a person applying to a Japanese university is advised to research the institution carefully, a point discussed more fully below, because the university in question might already be living on borrowed time. While this author would not presume to predict which specific institutions, or even fields of study, are the safest, some thought to this should be given. With the gradual withdrawal of *Monbukagakusho*, changes in employment policies for both Japanese and foreigners are possible. Certainly the possibility exists that foreigners in contract positions may find themselves out of work if the funding that *Monbukagakusho* currently provides subsequently disappears.

### What a University or Junior College Position Can Offer

University and junior college teaching positions can vary widely by conditions of employment. However, most offer salaries comparable to those offered

in universities in other developed countries as well as bonuses, limited teaching hours, long vacations between semesters, research leave options, and private office space. Though exact benefits may vary by institution, below is a list of some benefits taken from the author's and his colleagues' job contracts, and from Aldwinkle (1999): A weekly maximum of 14 teaching hours, which means seven 90-minute classes a week; bonuses in the summer and winter, totaling about five months' salary; a domestic research allowance (*kenkyuuhi*) to cover the costs of transportation and housing related to research expenditures; an equipment budget, which may or may not be shared among colleagues; free housing, subsidized housing, or a subsidy payment for privately arranged housing; access to the institution's facilities, particularly its library and printing facilities; reimbursements for moving expenses to and from and within Japan; free round-trip tickets to your home country point of origin once every couple of years; and an office that typically includes Internet access. Some institutions will also provide unemployment and health insurance, *shitsugyou hoken* and *kenkou hoken*, respectively. Attendance at faculty meetings may be required. The main vacation periods tend to be mid-February to the end of March, late July to the end of September, and two weeks roughly centered on the new year. Some universities will require you to be present during these periods; others may require that your absence be explained, such as being away on officially documented foreign research leave. Yet others will ask only that you return by the end of the vacation period. For *gaikokujin kyoushi* positions, you will likely be required to sign a one-year contract; if the hiring institution's advertisement states a fixed period, such as "renewable up to three years," your chances of being asked to leave before reaching the limit are quite low, so do not worry about whether your contract will be renewed once you have been hired; however, your chances of staying beyond the stated limit are likely zero.

### Finding Open Positions

Contrary to conventional wisdom, most Japanese universities do advertise some or all of their positions. In 2000, 96 of 99 national universities, 67 of 72 public universities, and 249 of 480 private universities publicly announced teaching positions (Monbukagakusho, 2001a). Though every issue of *The Language Teacher* provides a list of Internet job resources, as well as jobs, under the section title "Web Corner" (see, for example, "Web Corner," 2002), I would like to provide a supplementary list, with comments as to the selection of jobs listed. Perhaps the best source for locating a Japanese university position is the Japan Research Career Information Network (hereafter, JRECIN; <jrecin.jst.go.jp>). Some other

online resources that occasionally carry Japanese university positions include Dave's ESL Cafe (<[www.eslcafe.com](http://www.eslcafe.com)>), TESOL's freely accessible job site (<[tesol.jobcontrolcenter.com](http://tesol.jobcontrolcenter.com)>), the Chronicle of Higher Education's Career Network (<[chronicle.com/jobs](http://chronicle.com/jobs)>), the Linguist List's "Jobs in Linguistics" (<[www.linguistlist.org/jobsindex.html](http://www.linguistlist.org/jobsindex.html)>) the American Association for Applied Linguistics (<[aaaljobs.lang.uiuc.edu/current.asp](http://aaaljobs.lang.uiuc.edu/current.asp)>), and DaiJob.com (<[www.daijob.com](http://www.daijob.com)>), which lists positions in Japan for numerous career fields. Job postings also occasionally appear in language-related email lists, many of which can be joined freely; information on such email lists can be found at the Linguist List website (<[www.linguistlist.org/lists.html](http://www.linguistlist.org/lists.html)>) and (<[www.ling.lancs.ac.uk/staff/visitors/kenji/lisling.htm](http://www.ling.lancs.ac.uk/staff/visitors/kenji/lisling.htm)>). For job openings in print, some departments collect job advertisements, which may or may not be displayed openly; at the first Japanese institution where I worked, such lists were posted in front of the departmental library; you should enquire about such advertisements at the institution nearest you. Various periodicals offer university and junior college job advertisements, for example, in English, *The Language Teacher* and, rarely, *The Japan Times*; in Japanese, the *Eigo Seinen* (<[www.kenkyusha.co.jp/guide/mag/sei-hen.html](http://www.kenkyusha.co.jp/guide/mag/sei-hen.html)>) and *Shin Eigo Kyouiku* (<[www.shin-eiken.com](http://www.shin-eiken.com)>), both of which are published monthly.

According to Washida (2001, p. 157-162), the five key points for securing a Japanese university job are sending out résumés, applying for advertised jobs, asking your professor (if you are still a student) for leads, asking relevant organizations' committee heads, and lastly asking family and friends. Neither I nor any of my colleagues has used the so-called "cold calling" technique of sending unsolicited résumés to various universities, departments, or individual professors. Akin to junk mail, such résumés or requests are apparently discarded without further consideration, even when forwarded to faculty members in charge of hiring. However, positions requiring immediate filling, which can limit competition to whoever has documents on hand, can and do open abruptly; an unsolicited résumé can thus become serendipitous for both applicant and institution. That said, people considering this approach would do well to apply at or near the end of the spring or fall semesters, mid-February to late March (in preparation for the Japanese fiscal year starting April 1st) and September, respectively, when most staff turnover problems occur.

Although others might disagree, I feel you should not overlook limited term positions, especially if you're just beginning an academic career in Japan, since they are a good way to get your foot in the door; moreover, such jobs expand your range of opportunities (Washida, 2001, p. 133). Of course,

once you get a job, you should work hard so you can become eligible to step up to better positions, if possible, in the same or a different university (Washida, 2001, p. 135). Part-time university work can also help you in your applications to full-time positions; however, for those who lose their university positions, taking part-time jobs to bide time in the hope of securing another full-time position during a later hiring season can unfairly mark you with the stigma of failure.

In the second part of this article, I will provide information useful for researching and applying to Japanese institutions. Some of the topics to be presented include the importance of publications, publication strategies, resumes, Japanese ability, and interview questions.

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## CALLing Japan: A Survey of Professional Opinion

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### Introduction: Background and Questionnaire Data Collection

Last year, I had the opportunity to travel across Japan, giving CALL presentations as a feature guest speaker at JALT Chapter meetings in Kagoshima and Nagasaki in the south, Fukui in central Japan, and Akita in the north. The purpose of this lecture/workshop series was threefold: to raise CALL awareness among language educators across the country, to share creative ideas and to demonstrate practical CALL classroom applications, and most importantly to assess the current state of CALL across Japan by analyzing firsthand the attitudes of both teachers and their students in a broad range of teaching environments (primary, secondary, tertiary, private language schools, and business). The workshops introduced lesson plans which covered the use of such varied CALL tools as global "live" webcams and Internet Relay Chat (for published versions of my lesson plans, see Ryan, 2000).

The key issues of CALL barriers and incentives, as well as personal teacher experiences in the language classroom, were also examined in the extended follow-up discussions that I guided in which teachers responded to a questionnaire. For the questionnaire I took a very broad definition of CALL, meaning it to include any form of language teaching that made use of the Internet or computers, ranging from printing materials or pictures as handouts, to video conferencing, to the use of computer laboratories.

### Presentation Follow-Up: The CALL Questionnaire

Listed below are the questions that appeared on the questionnaire. Teachers were asked to write and then discuss/compare their responses in groups and in general class discussion. Questions used were formulated based on the results of a discussion of CALL at a Fukui JALT Chapter Meeting in December, 2000 (please email me at <[edwardsn@neptune.kanazawa-it.ac.jp](mailto:edwardsn@neptune.kanazawa-it.ac.jp)> for detailed responses to the questionnaire):

1. Do you sometimes use CALL in your language classroom? If so, what kind of specific activities do you use or design? Please be as specific as possible. Share your personal CALL experience with fellow group members. (Briefly describe the type of school where you work and the kind of students that you teach).
2. If you never use CALL in your lessons, please discuss frankly the reasons why with fellow group members.
3. Please discuss some of the pros and cons of using CALL applications in your language classroom with fellow group members. Try to list at least five advantages and five possible disadvantages or potential problems/barriers.
4. The United States and Canada have the highest per capita Internet use in the world, in the classroom, at work and at home. What is the situation in Japan?

本論文においては、鹿児島、長崎、福井、秋田JALT支部で行われたCALLに関するアンケート調査を考察する。各地区の教師の意見を通して、日本におけるCALLの現状を明らかにし、CALLの促進を目的としたJALTの活動も紹介する。

5. Which of the four CALL ideas presented today are you most interested in? Why? When and how would you like to use it in your classroom?
6. Are you a member of the JALT CALL SIG? If not, then why not join us today?

### Summary of Japan CALL Survey Results and Conclusion

The questionnaire results revealed several common points and widespread perceptions shared by educators about the current state of CALL across Japan, regardless of the region and the particular teaching environment, from north to south. At every meeting I attended, native speaker teachers (American, Canadian, British, and Australian) all actively used the Internet for a wide variety of personal and work-related purposes (email, research, music, news, etc.) far more than their Japanese colleagues, reflecting the popularity and widespread use of the Internet in daily life in their own countries. This is in sharp contrast to Japan where most people use some email features, and limited Internet access is available through popular cell phone services. However, in Japan most teachers and students are only now waking up to the enormous benefits of CALL.

The list of such potential benefits is impressive; Cummins (1998) maintains that computer-assisted text scaffolding gives students a wide range of learning options, allows them to work at their own pace and gives them access to authentic texts. Bicknell (1999) writes that web publishing can be used as a powerful motivational tool, giving students a global audience for their writing, combining four skills, research, and computer literacy. Healey (2000) insists: "One of the greatest advantages of technology in language learning is direct and immediate communication between peers while using genuine language as best they can to talk about things that they 'relate' to." These are all persuasive arguments for the use of CALL.

However, most school administrators—the key decision-makers in allocating school resources—seem less than enthusiastic. Grant and Silva (1999) report: "Japan's educational leaders have been late to include the Internet in educational policy." This is evidenced in the general lack of hardware, software, and CALL teacher training at virtually every level of language education, something which seems surprising to anyone who has taught in North America.

There are of course some exceptions to the rule, but they are few and far between. Gallian and Maggard (2000) note that in 1994-1995, the founding year of their college, schools in Japan with computerized classrooms and campus-wide computer networks providing students with Internet access were "a rarity." They still are, as evidenced by Allan (2001) in a Nagasaki JALT Chapter Report: "It was

evident from the responses during the meeting that many schools [in Japan] are not set up for mass student access to the Internet."

It is truly a paradox that in Japan, one of the world's most technologically advanced nations, and a major exporter of computer equipment, computer skills in general, not just CALL, appear to be given such a low priority in schools across the country and at all levels of education. Cultural and traditional factors explain this in part; for example, handwritten, not typed, essays are still the norm in most university courses, and only handwritten resumes are accepted for most job applications. Memorization, in the words of one survey participant, is still valued more in schools than autonomous learning or the ability to conduct independent research (using the Internet, for example). Kitao and Kitao (1995) predicted the following: "English instruction in the future will be much more varied than it is now...computers are useful in fulfilling the need for individualizing instruction" (p. 563). Seven years later, the widespread use of CALL in Japan, despite its great promise, has yet to become a reality.

Obviously, economic factors pose a significant barrier to CALL in the language classroom, and are perhaps even the single greatest obstacle. The incredibly high costs of phone calls, and high speed Internet service in Japan have had a negative impact on education, presenting a significant barrier to information on the Internet and to international communication using Chat, Video Conferencing and Webcams.

An astounding variety of powerful new learning technologies, free plug-in software programs that are widely used and are now simply taken for granted in North America at home, at school, and at work, are being under-utilized in Japan due primarily to high access costs. This perception was clearly voiced in each of the discussions at JALT Chapter Meetings across Japan I attended. It was even suggested by several Japanese educators that schools should be given a special discount on Internet access and phone call charges in order to promote the use of CALL and other important information technologies in Japan.

### JALT CALL 2002: Local Decisions, Global Effects

As part of JALT's continuing effort to promote CALL, the JALT CALL SIG's annual conference was held at Hiroshima Jogakuin University, May 18-19, and was a resounding success, attracting participants from over a dozen different countries. With my colleague Michael Depoe, I gave a presentation on EFL applications of instant messenger services. The follow-up discussion with the audience, including both native and non-native English speakers, both beginner and expert computer users, was truly

stimulating, and generated new ideas and directions for future research.

I was also impressed by the enthusiasm for CALL and energy exhibited by all of the presenters and participants from across Japan and abroad. Included in the long list of conference supporters were no less than five JALT Special Interest Groups: CALL, Global Issues, Other Language Educators, Pragmatics, and Eikaiwa. The conference team headed by Timothy Gutierrez, Fujishima Naomi, and Iwai Chiaki did a fantastic job, along with all of the hardworking volunteers, making an invaluable contribution to language education.

Clearly, with so much growing support, reflected in the increasing size and scope of the annual JALT CALL conference, and steadily rising membership of the JALT CALL SIG, CALL in Japan has a bright future indeed. It is important to remember that CALL is not a panacea for language learning; it comes complete with its own unique problems, obstacles and frustrations, all painfully, embarrassingly familiar to anyone who has ever used a computer. However, based on the random nationwide sampling of opinions that I conducted, it would seem that the vast majority of language teachers in Japan, both Japanese and native-speakers, are at least curious about CALL, would like to learn more, and would use it if given adequate time, support, and resources to enhance their regular classroom lessons. Indeed, as Vaughan (2000) states: "Freedom (for language teachers in Japan) to opt out of the technological revolution may in future become more limited."

As interest in and awareness of CALL resources increase steadily in Japan, and the very recent, revolutionary new competition between phone companies and ISPs intensifies, finally bringing exorbitant telecommunication costs down, the importance of CALL will undoubtedly grow rapidly in the years ahead.

JALT is doing a great deal to support CALL through a wide range of excellent publications and through its annual CALL SIG conference. For more information on how to join the JALT CALL SIG, participate in CALL related events, and receive exciting new publications for all levels of computer users, projects, papers, and the annual conference, please visit <<http://www.jaltcall.org/>>.

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Nathaniel T. Edwards teaches at the Kanazawa Institute of Technology. He received his teaching diploma from the University of Cambridge, and M.A in Applied Linguistics with Distinction from the University of Sydney. His research interests include CALL, English for Specific Purposes, Second Language Acquisition, and Sociolinguistics.



### **JALT Journal Associate Editor Position Announcement**

JALT Journal is seeking an experienced writer/researcher for the position of Associate Editor, to become JALT Journal Editor following completion of the current editor's term. Applicants should submit a copy of their resume, a list of publications, and a cover letter indicating their editorial experience and their interest in the position. Please send applications to:

Brad Visgatis, JALT Publications Board Chair  
Osaka International University  
6-21-57 Tohdacho, Moriguchi, Osaka 570-8555.

The application deadline is September 30, 2002.

edited by joyce cunningham & miyao mariko

This month, Okinawa JALT shares its ideas and plans with you and invites you to give a presentation at a chapter meeting. The coeditors remind you that we are interested in receiving 800-word reports about your chapter's activities, challenges, and solutions in English, Japanese, or a combination of both.

## Okinawa, the Land of Opportunity

On January 25, 1980, the first meeting of Okinawa Chapter, JALT was held at Yunaso in Yogi, Okinawa. Those that gathered represented a mix of post-secondary institutes (the University of the Ryukyus and Okinawa Christian Junior College) and various high schools on the island. They were dedicated to finding ways to improve their teaching skills and to helping their students learn English.

It was thought that by becoming part of JALT (only five years old at the time) they could meet in an atmosphere of professional camaraderie. It was decided that by meeting on a regular basis they could present and discuss their ideas on language theory and teaching methodologies.

Over the years the organization has waned and grown. At times only a few dedicated leaders kept the organization alive. Recently, after a few years of poor leadership the current officers have regained the vision of the original founding members. The Okinawa Chapter has rededicated itself to meeting the needs of its members by stimulating the professional growth of its members.

Currently we have 30 members with about 10 people who joined as local members only. Generally we have between 25 to 40 people in attendance, and this number is growing each meeting. We now try to have ten meetings a year (excluding August and February). One of our goals is to bring outstanding presentations to Okinawa from the mainland of Japan and from around the world. We will consider any presentation proposal that other JALT members would like to make at one of our future meetings.

We in the Okinawa Chapter JALT believe that any organization must have a vision for the future. This means that we must know where we want the organization to go, what it can do, and how to get there. We know that we must have integrity and an absolute dedication to do what is right. We know that officers of any organization must have commitment and loyalty to the chapter. We believe our officers must promote a flexibility that empowers others to do their best. We feel that new members must be nurtured and cared for as they learn to become the future leaders of our organization. In any volunteer organization, communication is of vital importance. So, one of our goals is to keep the channels of communication open between the officers and the general membership.

Recently, the Okinawa Chapter JALT has proposed a number of projects designed to create an

atmosphere of leadership and professional growth in our members. The first project is the *Power of the Pen English Language Writing Contest* for Senior High School Students in Okinawa. Over 58 letters were sent out to the high schools on Okinawa to invite students to participate in a writing contest. Those that applied were sent three questions in three different modes--Narrative, Descriptive and Persuasive. On the day of the contest (June 9) one of the three questions was selected (the persuasive question) and the students had to write a 300-word essay within 90 minutes. Evaluation was based upon a set of criteria established with member input. One grand prizewinner and three first-place winners were presented trophies and scholarships at the June 30 regular meeting.

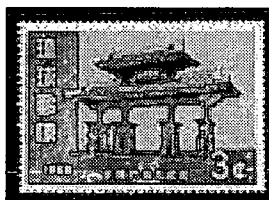
We found three positive aspects to the *Power of the Pen Project*: 1) students increased their ability to write in English, 2) our members had increased opportunities to improve their leadership skills, and 3) potential members could see the positive aspects of our organization.

Because of the success of the *Power of the Pen Project*, we have other activities that we would like to carry out in the future. These include a local elementary school speech contest; a local resource center of professional books, videos of chapter presentations and related materials; and a local Okinawa Chapter e-group that would allow us to conduct member discussions on topics of professional interest.

Finally, in the past we have successfully held professional book fairs and mini-conferences with national publishers. We feel that this is a valuable asset in the development of any organization--working with those that provide the resources to the profession. Therefore, we plan to offer regular mini-conferences in the years ahead to provide educational stimulation to our members.

Okinawa Chapter JALT is not unique in its desire to create a positive environment of growth and learning for its members. Every chapter can provide professional development for its members, but it takes leadership and a vision for the future. If you wish to join us, please contact Dr. Lyle E. Allison in Okinawa at <okijalt@yahoo.com> or telephone: 81-98-946-1764. Our regular meetings are usually held on the last Sunday of the month at Okinawa Christian Junior College.

Reported by Lyle E. Allison, President





## Got a great teaching idea?

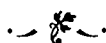
Why not write it up and submit it to My Share? Please note the following guidelines:

1. 700-word limit per article.
2. Articles are published based on their usefulness and originality. Run-of-the-mill teaching practices available in the average textbook are not suitable.
3. Make sure to include a quick guide at the beginning of the article, including a materials section. See a recent My Share article for an example.
4. My Share is a very practical column for both native and nonnative speakers. Procedures should, wherever possible, be written in a step-by-step format in simple, concise English. Theoretical background and citations should be kept to an absolute minimum (if any).
5. Please make sure there is NO auto-formatting.
6. MS Word is our preferred program.
7. Short ideas of less than 200 words may also be submitted for the Mini Share section.

<tl\_t\_ms@jalt.org>

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## Starting and Ending Conversation Classes with a Conversation



Paul Batten, Kagawa University

<pbatten@niji.or.jp>

### Quick Guide

**Keywords:** Starting classes, conversational structure

**Learner Level:** Up to intermediate

**Learner Maturity Level:** Junior high school and above

**Preparation:** Five to ten minutes once or twice

**Activity Time:** About five to ten minutes.

**Materials:** None

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### Procedure

Learners' ability to negotiate themselves in and out of conversations, by selecting and linking appropriate topics successfully, is an essential skill towards developing communicative competence. Learners who fail to develop appropriate cohesion, linkage, and suitable beginning and ending markers can be exposed to a sense of helplessness and may become passive. The method below is one way of helping learners brush up these skills in class.

This methodology can be used in a variety of classes to expand the students' range of possible topics, practice basic question structures, maintain or change topics, and to become familiar with the phrases used in starting and ending conversations. It can also help students become more familiar with each other and feel more relaxed about speaking English in class. It is also a lot of fun!

At the beginning of class, ask the students to stand up. Say you have some questions for them to answer. Tell them that *any* answer or response is fine, even asking for repetition or saying they don't know the answer are considered appropriate responses. Students voluntarily raise their hands to

answer, and after they have answered, they may sit down.

### Teacher-centered conversation

Teacher: Hi!

Student 1: Hi! (sits down)

Teacher: How's it going?

Student 2: Not so bad. (sits down)

Teacher: Did you see the soccer on TV last night?

Student 3: Pardon me? (sits down)

Teacher: Did you see the soccer last night?

Student 4: Yes. It was fun. Did you? (sits down)

Teacher: Well, actually, I...

Often at this stage there is a "release" of giggles. It may be the first time many students have used English and not had their grammar automatically commented upon. The response itself is enough, and students are often surprised that communication in English (even in class) can be this painless.

Tell students that the first questions will be the easiest and that they will progressively become more challenging. You can say there is a special surprise for the last person left standing and get that student to ask you something. Feedback and shadowing are also permissible responses. Generally speaking, students quickly realise it is best to volunteer early. Finally, move to the end of the conversation, saying *Good-bye* or *See you later*.

**Option 1:** The teacher starts, but near the end of the conversation, asks the class to be the speaker with students asking the questions. This can start slowly, but gradually the students tend to become more adventurous. Remind students to try and continue with the same topic, or change the topic, using appropriate markers such as *Anyway*, . . . or *By the way* . . . Students are compelled to pay attention to the flow of the conversation.

**Option 2:** The next phase is choosing a student to start. He or she leads the conversation. With larger groups, divide the class into two groups and ask two students to be the focus for each group. Students

seem to enjoy the freedom of this Win-Win situation, where students are rewarded for any and all contributions.

### Student-centered conversation

Student A: Hello!

Student 1: Hi. Nice to see you. How are things?  
(sits down)

Student A: I'm a little tired. It's so hot today.

Student 2: Yeah. By the way, what are you doing after class? (sits down)

Student A: After class? I'm going to the library.

Student 3: The library? Do you have some homework? (sits down)

Student A: I have to pay some money.

Student 4: Pardon? Some money? (sits down)

Student A: Well, it was nice chatting with you.

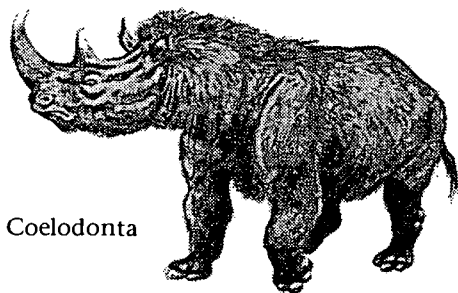
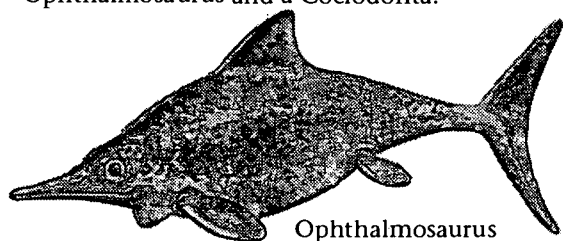
Student 25: Yeah, thank you. See you next week.  
(sits down)

Student A: OK, bye.

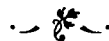
Last Student: Bye. (sits down)

This method can be a good way of helping students think about greetings, questions, topics, and feedback. It can also be a fun way to start (or finish) a class, and help students participate more easily, regardless of level. It also encourages student language production.

What were those exotic creatures mentioned in the Willey My Share article in *TLT7*? Here, for those a little weak in their paleontology, are an *Ophthalmosaurus* and a *Coelodonta*.



## Integrating Reading and Speaking: Jigsaw Newspaper Reading



Daniel O. Jackson

Obirin University English Language Program

<danielja@obirin.ac.jp>

### Quick Guide

Keywords: Reading, vocabulary, pair and group work

Learner English Level: Intermediate to advanced

Learner Maturity Level: Young adult and up

Preparation Time: Varies

Activity Time: 45 minutes

Materials: Newspaper articles (2)

In jigsaw reading, learners read different parts of a text and then jointly perform a task to see how their parts link up (Grabe & Stoller, 2002). The version of jigsaw reading described here uses two different, but related, newspaper stories as input for a discussion task.

Depending on the materials, learners' proficiency levels, and course goals, a language focus on vocabulary, question formation, or reported speech may be appropriate or necessary.

### Preparation

Find two newspaper stories on the same topic. One should be an earlier account and one a more recent article. To locate corresponding stories, try browsing the websites of newspaper publishers. Not only do many of these sites contain searchable archives; they often display links to related articles on the same page as recent news. Make enough copies to split the two stories evenly among members of the class. For my class, I used two short articles about the Mizuho Bank fiasco: "Bugs infest computers" (2002) and "Mizuho inspection starts" (2002).

### Procedure

**Step 1:** Pre-teach vocabulary and activate prior knowledge of the topic (for example, ask whether students have read or heard about the trouble at the Mizuho Bank).

**Step 2:** Inform the class that they are reading two accounts of the same story and tell them which is the most recent version. Designate the students with the earlier version Pair A, and the students with the most recent version Pair B.

**Step 3:** Pair A will read and then work together to write a set of questions based on their reading. Encourage them to write questions about the outcome

of the story, which are not answered by their text. Invite Pair B to anticipate Pair A's questions by reading once and then scanning for events which are recent developments in the story. Allow them to mark the text, highlighting and underlining key parts.

**Step 4:** Next, ask the A pairs to form groups with the B pairs. Tell them that Pair A will ask questions about the story and Pair B should try to answer them. Before starting, present some possible replies for challenging questions. A few replies like these should encourage the groups to continue their discussions in the target language:

*Sorry but I don't think our article has that information.*

*That's still not clear.*

*That wasn't reported.*

**Step 5:** Monitor the discussions, directing students to parts of the text that give answers to Pair A's questions whenever necessary.

**Step 6:** When the discussion is finished, ask the class for examples of questions that were successfully answered to check that the whole class comprehended these parts. You may also wish to invite speculation on any unanswered questions.

### Conclusion

Many students in my reading skills course for third and fourth year university students had already been exposed to the Mizuho Bank story. After reading, questions presented in the group discussions included the following:

*Do they still have the problem?*

*How does the government feel about this?*

*Did they [Tokyo Electric Power Company] receive their payment?*

Because the latter version of the story did not always contain straightforward answers, the questions sparked a fair amount of guesswork. Here, after employing the replies above (e.g., *That wasn't reported*), students worked together to identify the best possible conclusions to be drawn from their texts, forming hypotheses based on the information available to them.

At least three benefits related to reading instruction emerged during the discussion sessions. Students used new vocabulary, searched their texts for information, and read stretches of text aloud in a meaningful context. I found jigsaw newspaper reading an effective and enjoyable way to integrate reading and speaking in my classroom.

### References

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Bugs infest computers at Mizuho. (2002, April 5). *The*

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Mizuho inspection starts today. (2002, May 8). *The Asahi Shimbun*. Retrieved May 9, 2002, from <[www.asahi.com/english/business/K2002050800497.html](http://www.asahi.com/english/business/K2002050800497.html)>.

## MiniShare

### Gone Globe-trotting

Shiao-Chuan Kung, *Wenzao Ursuline College of Languages* (Taiwan, Republic of China)

<[sckung@mail.wtuc.edu.tw](mailto:sckung@mail.wtuc.edu.tw)>

#### Quick Guide

**Key Words:** World Factbook, Internet, treasure hunt, scavenger hunt

**Learner English Level:** Beginner

**Learner Maturity Level:** Upper elementary school and above

**Preparation Time:** The time needed for the teacher to become familiar with the content and design of the *World Factbook* website

**Activity Time:** 1 hour

**Materials:** At least one computer with Internet access for every two or three students, copy of crossword below.

The *World Factbook* is a reference book on countries around the world published by the Central Intelligence Agency. It contains current data on each country's geography, people, government, and economy. This lesson seeks to introduce students to the electronic version of the *World Factbook* and to practice Internet searching skills. Students will need computers with a web browser and Internet access. Depending on the number of computers available and the size of the class, students can work individually or in teams of two or three.

### Procedure

**Step 1:** Introduce the activity by asking students to name two countries where English is spoken.

**Step 2:** Ask the students where those countries are located and what the names of the capital cities are.

**Step 3:** Have the students launch their web browsers and point to the website <[www.odci.gov/cia/publications/factbook/index.html](http://www.odci.gov/cia/publications/factbook/index.html)>.

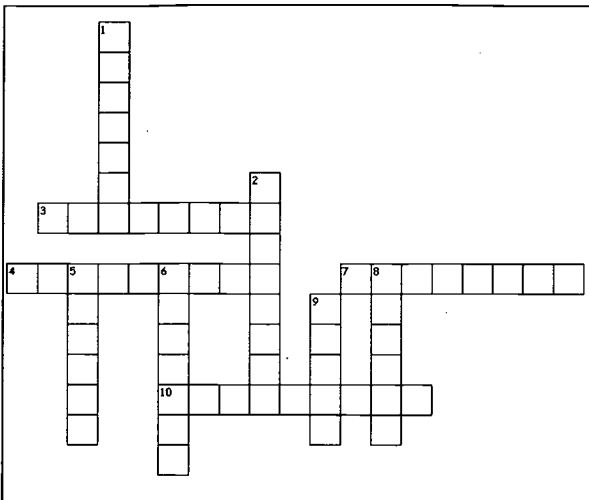
**Step 4:** Point out what data regarding each country can be found in the *World Factbook* and demonstrate how to locate information about a particular country.

**Step 5:** Assign the following crossword puzzle.

**Step 6:** Circulate around the classroom addressing technical difficulties or answering questions.

**Step 7:** Go over the answers before the end of class.





Answers

- Across  
 3. Ethiopia  
 4. Argentina  
 7. Malaysia  
 10. Indonesia
- Down  
 1. Spanish  
 2. Sarajevo  
 5. Indonesia  
 6. Turkish  
 8. Arabic  
 9. Danes

watch their pera-pera level increase over the term.\*  
 Pera-pera points are good because:  
 It teaches that speaking English leads to increasing fluency.

It motivates learners without threatening them with consequences to their grade or bribing them with prizes. Being pera-pera is the reward.

Forty points to reach Super Pera-Pera may not seem like a lot, but in large junior high classes, students really need to work hard to get a chance to speak. Anyway, you can always make additional sheets such as: Hyper Pera-Pera, Ultra Pera-Pera, Unbelievably Pera-Pera etc. Be sure to email me a copy.

\*Note: At the Very Pera-Pera level it says "You can travel to America by yourself." This refers to survival English such as asking for prices in a shop or ordering from a menu.

Across

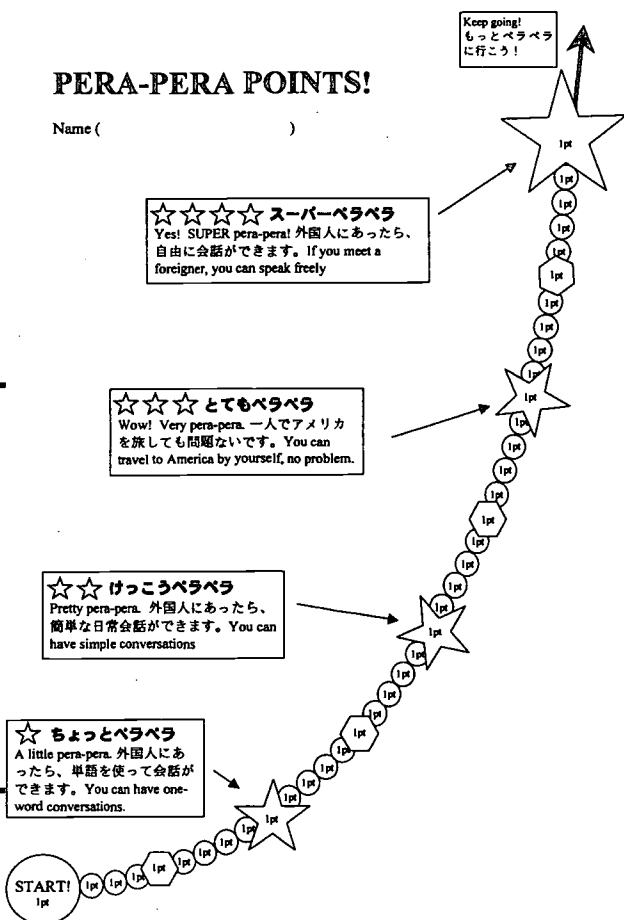
- Addis Ababa is the capital of this country.
- This large Spanish-speaking country is in South America, between Chile and Uruguay.
- Kuala Lumpur is the capital of this country.
- This is a country in Southeastern Asia. It is made up of several islands between the Indian Ocean and the Pacific Ocean. Its capital is Jakarta.

Down

- Even though this country has many native American languages, this is the official language of Venezuela.
- This is the capital of Bosnia.
- This is one of the languages spoken in Switzerland.
- People in Turkey speak this language.
- This is the official language of the Sudan.
- People from Denmark are referred to by this name.

PERA-PERA POINTS!

Name ( )



Pera-Pera Points

Nick Mieuli, Umi Town Board of Education

<nickman98@hotmail.com>

Quick Guide

Key Words: Student motivation, point system

Learner English Level: Any

Learner Maturity Level: Junior high school

Preparation Time: Once the chart has been prepared, none.

Activity Time: Varies. Can be integrated into any speaking activity.

Materials: The Pera-Pera chart

Pera-pera is a great Japanese word that means fluent or talkative. Encourage your students to speak English in class by giving them Pera-Pera Points. Students keep track of their points on the chart and

## Book Reviews

edited by amanda obrien

**The Good Grammar Book.** Michael Swan and Catherine Walter. Oxford: Oxford University Press, 2001. pp. xii + 324. ¥2,500. ISBN: 0-19-431519-3. Without answer key: pp. xii + 292. ¥2,230. ISBN: 0-19-431520-7.

The blazing orange and blue trim of Swan and Walter's newest offering, a grammar practice book for elementary to low-intermediate learners, have been very prominent in many a bookstore since its release some months ago. As might be expected, OUP has worked very hard to promote it through such media and venues as last November's PAC3/JALT Conference, direct mailings, emailings to members of their subscription service, and features on their website. In a way, the book has the feel and spirit of an interactive website, so it is not surprising that it has such a promotional presence in cyberspace. While it is not an "e-book" or available at present in CD-ROM format, it nevertheless borrows a few tropes and tricks from multimedia, and looks ripe for future adaptations of this kind.

The main selling points are its flexibility and its ability to parallel or complement strategies and features of spoken discourse. About flexibility: There are twenty-one sections, each covering both traditional structures and forms as well as interesting functions. The writers encourage learners to choose sections or units according to individual strengths, weaknesses, and objectives. If we compare this to the Azar books, or to guided practice course texts such as *Interchange*, *Headway*, *Side by Side*, *Impact*, etc., the effect can be a little unsettling for some learners, who tend to be inured to more prescriptive set pieces, not mixing and matching according to autonomous choices. On the other hand, this might be just what techno-savvy, idiom-influenced younger learners want and need. To help them out, each section contains a grammar summary, a pre-test, several short units with explanations and exercises, and a "test yourself" revision page. All of this is accompanied by attractive, often witty, full colour illustrations and diagrams.

As noted, the writers promised a variety of links with vocabulary and speaking practice. To that end, we tried out the eleven-page section 21 on "Spoken Grammar" and are pleased to report that it succeeded well. To tell the truth, we were considering this text as a sample exercise for a writing class, but in the event, it proved more suitable for a second-year undergraduate oral communication/conversation class. The opening grammar summary in section 21 touches on the problem of omitted words in spoken English when the meaning is clear. They used question tags, short answers, reply questions, and "so,

too, either, neither" affirmative and negative "connectors" as cases in point. The ten-question pre-test which followed was excellent, and included examples of all of the above chunks of grammar. It is supposed to be a self-diagnostic exercise for learners who want to plan their own work at home or in the classroom. Some of ours needed a nudge from above, which probably defeated the purpose of grassroots autonomy, but was effective and diagnostic nevertheless. We used the section on short answers ("To answer just 'Yes' or 'No' is not always very polite") as a way to elicit longer replies from participants in a Who Am I? What Am I? question-forming group game, using it prior to and subsequent to the activity. Meanwhile, the section on question tags lent itself very capably to pairwork practice. Other portions containing error correction, as well as the final self-tests, were good for role reversal and having learners function as *de facto* teachers. Where were the witty illustrations mentioned earlier? Admittedly, they were not so much in evidence in this particular unit. A favourite location remained section 20 on prepositions, where the pre-test is followed by shots of nine novel titles, including such notables as *Out of Africa*, *Darkness at Noon*, *Under the Volcano*, and *Gone with the Wind*. One knows we are in good hands with Swan and Walter when cultural general knowledge and humour somehow find their ways into the oft-unfamiliar locale of a grammar practice book.

The text comes with a two-page introductory glossary of "words for talking about grammar" and ends with six appendices: common irregular verbs, active and passive verb forms, capital letters, contractions, expressions with prepositions, word problems and a final two-page answer key to all of the pre-tests. There are two versions of the text: The longer, slightly more expensive one reviewed here has a very complete 33-page answer key, which certainly makes sense having. Both versions have a seven-page alphabetically arranged index of terms and topics used, with page references.

Tim Allan  
Kwassui Women's College, Nagasaki

**Film.** Susan Stempleski and Barry Tomalin. Oxford: Oxford University Press, 2001. pp. xi + 163. ¥3,000 ISBN: 0-19-437231-6.

This new addition to the series of Oxford Resource Books for Teachers offers a practical guide to using film in the language classroom. Teachers familiar with video usage in EFL/ESL will know the authors, Stempleski and Tomalin, from their numerous publications in this area. *Film* is similar to others in the series in that it gives only cursory consideration to theory, concentrating instead on suggesting activities

each of which are clearly defined in terms of time, materials and preparation required, student level, and procedures. The procedures for each activity are clearly ordered in succinct, recipe-style steps for easy following. A total of 68 activities are suggested, some of which feature photocopiable tasks. Activities are often illustrated with well-known recent and classic movies to demonstrate how they could work. Overall, the book is organized into seven chapters based upon activities: About film, Working with film clips, Creating film-related materials, Responding to whole films, Making comparisons, Focusing on characters, and Project work.

The strength of this book lies in its provision of novel ideas on using film for promoting the four language skills. What particularly sets this book apart from earlier publications in this area, however, is the inclusion of advice for exploiting the relatively new technology of DVD. It notes, for example, advantages such as the inclusion of special DVD-only features such as trailers, interviews, games, theme song videos, director's voice-over cuts, etc., (but otherwise, almost all other activities would work equally well with video). Whilst this inclusion is pleasing to see, there are errors in the advice on pages 106-107 relating to one of DVD's major advantages: the availability of different language soundtracks and subtitle options that can be changed instantly as required. The advice obviously refers to the authors' situation in the European DVD market rather than what is available here in Japan or elsewhere. *Film* finishes with potentially useful appendices including a glossary of film-related jargon, a list of Internet resources on film, a video troubleshooting guide, and details on differing regional standards. (The latter notes that whereas video has three systems, DVD features six, apparently to combat digital piracy problems more effectively).

This book is an ideal resource for teachers who have limited experience in exploiting film as, in addition to the above activities, the book proffers basic tips on how to select and use films in general. It would also be a useful resource for those who have to teach film appreciation classes as a number of the activities make suitable exercises, such as Director's comments (2.3), Establishing (or opening) shots (3.4), and Storyboards (3.8). Despite the generally positive comments above, however, for teachers experienced with using film, or for those with less proficient EFL learners, this book may be of limited value. I must admit that I did not find any activities which I am immediately inspired to try out in my future classes, although that may be more of a reflection of my personal teaching situation and style than it is of this very user-friendly book.

*Reviewed by Robert Gee  
Sugiyama Jogakuen University*

*Projects from the University Classroom* reviewed in the April issue of the *TLT* can be ordered at <CUEprojects@yahoo.com>.

### Recently Received

compiled by jennifer danker

*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 30th of August. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Reviews Copies Liaison.*

(For Student's Books: contact Jennifer Danker <danker@cc.matsuyama-u.ac.jp>.)

#### Course Books

**Business Vocabulary in Use.** Mascull, B. Cambridge: Cambridge University Press, 2002.

#### Supplementary Materials

(For Teacher's Books: contact Kate Allen <kateob@kanda.kuis.ac.jp>.)

**The Cambridge Guide to Teaching English to Speakers of Other Languages.** Carter, R. & Nunan D. (Eds.). Cambridge: Cambridge University Press, 2001.

## JALT News

edited by mary christianson

*Hello, everyone! I hope you're finding ways to stay cool during these hot summer months. JALT has also been having a hot summer, full of excitement and big changes. In this month's JALT News, we report some of the more dramatic news that came out of the June Executive Board Meeting (EBM) in Tokyo—the resignations and replacements of four of JALT's most valued and hardworking directors (who can never truly be replaced!). Acting President Tadashi Ishida starts the column off with a letter of appreciation. Next Dave Magnusson, Acting Director of Public Relations, reports about the EBM and tells us about the new crew at the "front table." Lastly we hear from NEC Chair Edward Haig, who reports on nominations for the upcoming JALT elections. Next month's column will feature JALT's financial reports for the past fiscal year (not as dramatic, I know, but very important nonetheless!).*

### Letter of Special Thanks to Retiring Directors

To: Thom Simmons (President), Larry Cisar (Director of Program), Gene van Troyer (Director of Public Relations), and David Neill (Director of Treasury)

Dear retiring directors,  
Your loss will be deeply felt by the organization. JALT members who knew you know that you carried out your duties with a tremendous amount of professionalism, dedication, and sense of mission. Many of you have put in a good part of your lives serving JALT. You have been working behind the scenes to make JALT what it is today: a first-rate organization. It is now time to honor you with a special word of thanks.

The reward of doing volunteer work is not monetary. It is knowing that you can make a difference in the world by helping others. You have always put JALT ahead of yourselves. On behalf of the organization I would like to recognize the huge contribution you have made to the organization. No amount of words would be adequate to thank you enough for your work. We are truly indebted to the splendid work you have done over the years.

We hope the good memories you have of JALT will stay with you for a long time. And we wish you future success in any endeavor you may get involved in.

Yours truly,  
*Tadashi Ishida, Acting JALT President*

### **Tadashi Ishida is New Acting President of JALT**

Tokyo: At the JALT Executive Board Meeting (EBM) held at Sophia University the weekend of June 29-30, board members discussed many important issues facing the organization, including the replacement of several key officers who tendered their resignations.

A new team of directors has emerged. Vice President Tadashi Ishida stepped up to serve as Acting President of JALT, and Morijiro Shibayama stepped in to serve as Acting Vice President. Hugh Nicoll will remain as Membership

Chair, and Mary Christianson will remain as Acting Director of Records. In addition, Alan Mackenzie became Acting Director of Program, Dave Magnusson stepped in as Acting Director of Public Relations, and Peter Wanner, as Acting Treasurer.

"We'll miss the experience and leadership of the directors who resigned. They deserve a big 'thank

you' for their outstanding service to JALT. We'll miss them, but I have a lot of confidence in the new national team. The team mood is upbeat," said Tadashi Ishida.

Another hot topic at the board meeting was organizational restructuring. Although board members did not arrive at any conclusions on this topic this weekend, a new committee was formed to continue the progress of the original committee. The committee will continue to study such things as how to lower operating costs, how to improve organizational efficiency, and what the future role of chapters should be.

The board passed the budget for FY2002. Dave Magnusson, Financial Steering Committee (FSC) Chair, led the budget discussions and expressed pleasure in the outcome. He remarked, "Although revenue has been declining in recent years, we've still managed to produce a surplus for the last three years in a row. We have a tight budget for FY2002, but fiscal austerity is what we need now."

*Submitted by Dave Magnusson,  
Acting Director of Public Relations  
<Davidm@gol.com>*

### **JALT National Officer Elections: Update**

The Call for Nominations for candidates for the six JALT Board of Director posts up for election this year has now closed. On behalf of the Nominations and Elections Committee (NEC) and all JALT members, I would like to thank all those who took the time to nominate candidates. In particular, Bob Sanderson deserves a special mention for going well beyond the call of duty by single-handedly managing to nominate more people than everyone else combined. Above all, of course, I would like to thank all the candidates for agreeing to stand. They are:



The new JALT Board of Directors (left to right): Acting Director of Treasury, Peter Wanner; Acting Vice-President, Shibayama Morijiro; Acting Director of Public Relations, David Magnusson; Acting President, Ishida Tadashi; Director of Membership, Hugh Nicoll; Acting Director of Records, Mary Christianson; Acting Director of Programmes, Alan Mackenzie

For President: Peter Ross, Jim Swan  
For Director of Records: Mary Christianson  
For Director of Program: Alan Mackenzie  
For Director of Public Relations: David Magnusson  
For Director of Treasury: Peter Wanner  
For Auditor: Morijiro Shibayama, Robert Swanson

Given the huge amount of volunteer work that these people

are preparing to take on and free time that they are willing to forego for the benefit of JALT, I think the least we can do is support the candidates by giving them a firm mandate, even if they are the only named candidate for a particular post. Information about the election, including the candidates' individual Statements of Purpose and resumes, will be published in the September issue of *The Language Teacher*, together with the ballot card. So let them know that they have the support of the membership—exercise your right to vote! And just as an extra incentive for casting your vote, this year for the first time we shall be holding a PRIZE DRAW using the ballot cards, so be sure to check the September issue for details of the fabulous goodies you could win!

*Submitted by Edward Haig, NEC Chair*

## Special Interest Groups News

edited by coleman south

**CALL**—Three special announcements from this SIG:

- Swets and Zeitlinger is releasing this fall *The Changing Face of CALL: A Japanese Perspective*—a new academic book for the international CALL community. This book consists of articles written by CALL SIG members and edited by Publication Chair, Paul Lewis.
- Planning for *JALTCALL 2003: CALL for ALL*, next June at Kinjo Gakuen University, is well under way. Please email <confchair@jaltcall.org> to let us know if you are interested in helping out.
- Officer elections will be held at the CALL SIG Annual General Meeting at *JALT 2002: Waves of the Future* in Shizuoka in November. Please email the current coordinator, <timothy@gutierrez94580.com>, for more information.

**GALE, GILE, & PALE**—These SIGs along with two NGOs are cosponsoring Peace as a Global Language, to be held September 28 and 29, 2002, in Tokyo at Daito Bunka Kaikan (of Daito Bunka University). For more info, visit the conference website, <www.eltcalendar.com/peace>, or contact coordinators of GALE, GILE, PALE, or the Peace as a Global Language Conference Committee, J. Nakagawa (see SIG contact list).

**Learner Development**—Our autumn retreat will be held again at Mt. Rokko in Kobe, October 5 and 6. Following last year's highly successful retreat, we'll be continuing to share and explore ideas for enhancing learner and teacher autonomy. The week-

end will be a participant-centred, concrete step towards our *Anthology of Research into Autonomy*, which we plan to publish next year. If you wish to attend, you can opt for:

- Weekend Package (2 nights/5 meals): ¥19,000 (LD members), ¥21,000 (other JALT members), or ¥23,000 (one-day members), or
- Overnight Package (1 night/4 meals): ¥13,000, ¥15,000, ¥17,000, respectively, or
- One Day only (includes lunch): ¥4,000, ¥5,000, ¥6,000, respectively.

Register online by September 15th, <www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/retreat/>, or contact Steve Brown, <brown@Assumption.ac.jp>, for more information.

**Pragmatics**—We had an active and successful spring, 2002. We held a Spring Get-Together at the *Pan SIG Conference* in Kyoto on May 11, where members of the Coordinating Committee welcomed old and new members. A week later at the *JALT CALL Conference* in Hiroshima, we moved in a new direction by focusing attention on the relationship between pragmatics and technology. Four SIG members conducted a roundtable that introduced pragmatics-related resources on the Internet and information on conducting pragmatic research utilizing email and the Internet. The SIG was also represented at the final *Pan SIG* panel discussion.

Resulting from a membership drive at the two SIG conferences, Pragmatics SIG has gained 12 new members. The Coordinating Committee decided to give special recognition to the 100th member, and this landmark was reached in mid-May 2002. Larry Kelly of Aichi Institute of Technology became our SIG's 100th member. He will be receiving a special welcome package and will be featured in an upcoming issue of the newsletter, *Pragmatic Matters*. As of June, 2002, we had 112 members. To join, contact Membership Coordinator Yuri Kite, <ykite@gol.com>, and for more information, check out <groups.yahoo.com/group/jaltpragsig>.

**Teacher Education**—Kathleen Graves will be one of the featured speakers at the national JALT conference in Shizuoka this November. She is being jointly sponsored by Thomson Learning, the School for International Training (SIT, in Brattleboro, Vermont, U.S.A.) and the TE SIG. Graves has been a member of the SIT faculty since 1982, and she teaches courses in language teaching methodology, applied linguistics, and curriculum design. She has authored and coauthored numerous textbooks, as well as two books on language curriculum and course design. One of her books, *Designing Language Courses: A Guide for Teachers*, is part of the popular "Teacher Source



Series" published by Heinle & Heinle, a division of Thomson Learning. A former chair of the TESOL Publications Committee, she consults internationally on language curriculum design and teacher education.

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edited by coleman south

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### **Forming SIGs**

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## **Chapter Reports**

edited by richard blight

**Kitakyushu: May—Panel Discussion: Homework** with Patricia Kasamatsu, Tony Ruiz, Otani Hiroshi, and Andrew Zitzman. After the panelists presented their homework policies, members of the audience gave their own views, and then a group discussion continued throughout the meeting. Kazaimatsu believes that "children cannot not have homework"—or lessons will degenerate into repetitions of what the students have forgotten from previous lessons. She assigns five to ten minutes of reading or writing for very young students (rewarded with stamps and presents), and journal keeping for junior high school level and older students. Ruiz stressed the old adage "practice makes perfect." He assigns free writing on topics he chooses for his college classes, and tests students on the homework. Otani pointed out that English is an important subject "in theory" for his engineering students, but that the quality of their English actually seems to deteriorate as they progress through other subjects. Realizing that students do not do homework that does not have to be handed in, he asks students to copy out passages from the textbook several times to help them internalize the language. Zitzman discussed the difficulties facing teachers attempting to assign homework to large classes. Since students are usually involved in a variety of extracurricular activities, it is often difficult for teachers (and especially part-time teachers) to effectively monitor their assignments.

Audience members expressed a similar range of attitudes towards homework, as well as different

forms of encouragement (such as prizes, bonus points, staying after class, failure). Journals, quizzes, individual and group projects, video assignments, and research “disguised as game preparation” were other homework formats mentioned. Some valuable insights were also provided by students telling how they felt about homework and explaining some of their own methods for self-study. The animated discussion was summed up well by Zitzman’s conclusion that homework is best directed towards helping students find their own way of accessing and learning the material.

*Reported by Dave Pite*

**Nagasaki: May—*More Ideas and Activities for Children’s Classes*** by Helene J. Uchida. Uchida is well known for her nationwide seminars and intensives, as well as for the Primary Advice column she writes in the *Daily Yomiuri* newspaper. She began this commercial presentation by explaining some of her school’s activities, including a pilot program at a Fukuoka elementary school which was vividly portrayed in a video. She then demonstrated a variety of games and tasks used at her school, explaining that the reasons for such activities included a need to encourage task-based thinking in English, as well as to foster social interaction, good manners, and interpersonal respect. We tried a range of activities including ABCs with musical accompaniment, picture word bingo, days of the week, months of the year, birthdays, body parts, Scrabble for various levels, verb and adjective flash cards, “Who or What Am I?”, charades, gestures, family tree charts, and questions. She also demonstrated sections from the *Challenge Book* series, and discussed her goal of helping students to become independent learners. She encourages them to “teach” as much as possible, and to practice listening and speaking at home and elsewhere. She also talked about the value of maintaining an English-only policy in classrooms.

*Reported by Tim Allan*

**Okayama: April—(1) *Development of a High School English Course*** by Odette Roberts. Roberts reviewed the development of a two-year course to prepare students for university entrance exams. Prompted by the introduction of interviews and listening tests in many examinations, her institution required the students’ level of communicative ability to be increased. Participants on the project comprised 76 first year students, streamed into three classes with 5 native speaker (NS) and non-native speaker (NNS) teachers. There was a common syllabus with the NS and NNS teachers covering the same material. Teachers met during the term to share ideas and to coordinate the

teaching programme. The project was regarded as successful since students believed it helped them to prepare for the examination. Other effects observed in the study were that NSs were viewed as teachers, rather than entertainers, and the NNSs became English-speaking role models. The program has now been extended to cover all three grades.

(2) **Motivation in the Classroom** by Sakui Keiko. Sakui has been conducting an ethnographic study into the beliefs and practices of Japanese high school teachers of English (JTE) towards English learners’ motivation. She used data from 10 JTEs, and did a longitudinal study based on interviews and classroom observations. Student motivation was found to be a flexible construct that varies tremendously depending on a wide range of factors. She also discussed some practices of JTEs to improve motivation, including: avoidance of teacher-fronted lessons, sensitizing the students to their progress by emphasizing changes in pre- and post-lesson ability, focusing on the achievements of individuals, fostering a relaxed classroom atmosphere, and using English inside and outside of class. Classroom management was also found to be an important factor in the study. JTEs also believed it was necessary to appear effective so as to gain the students’ trust, and were careful to present material in small steps with clear instructions. While Sakui’s conclusions were tentative, we found her presentation to be interesting in its description of ethnographic study procedures and its range of insights into JTE beliefs.

*Reported by Chris Creighton*

**Tokushima: March—*Starting the Year off Right*** by Angela Ota. There are any number of things that can make or break an academic year, and addressing some of the starting up issues was the aim of this informative session. Ota initially discussed the distinction between focusing a lesson on *what* you’re going to teach, and focusing it on *who* you’re going to teach. With the emphasis firmly placed on the students, we considered a number of exercises designed to help students get to know each other and to build a sense of unity in the class. We discussed many activities and ideas in terms of how they could be applied to our own environments. Ota then considered some processes involved in administering a course, including student-teacher agreements, lateness, and homework. Among the most useful of the ideas was the creation of individual student records which students collect at the beginning of each lesson and return at the end of the lesson. This voids the need for any kind of registration or roll call, as you can simply collect any sheets left at the beginning of the lesson and mark them absent

or late as required. This style of record keeping was well received at the meeting, and will probably be used in several local courses this year.

Ota's emphasis on a student focus was evident throughout the presentation, and she also demonstrated a reflective and experiential approach to teaching. She's evidently used her experience and enthusiasm to improve her teaching in a very active and productive fashion. I left the presentation excited, encouraged, and hoping that the passion she exudes for teaching is also visible in my classroom.

*Reported by Myles Grogan*

**Tokyo: February—*Japan's Sakoku Defense against English*** by Marshall R. Childs. Childs explored whether the people, culture, and government of Japan continue to pursue a *sakoku* (national isolation) defense against the English language and its instruction. Childs reviewed the history of the *sakoku* defense from previous centuries, pointed out present-day parallels, and discussed the origin of *sakoku* in Japan. By the year 1600, the Christian population of Japan was approaching 300,000 and international trade was flourishing. But Japanese leaders noticed that Christians, although they preached peace and morality, always seemed to have military backup. European defeats of local regimes and colonization of places like Mexico, Peru, and the Philippines seemed also to be the handwriting on the wall for Japan. An official policy of persecuting Christians was the first step of the *sakoku* process, and by 1636 all travel to and from Japan was prohibited. From 1639, only the Dutch were welcome on a small island in Nagasaki. This was the original *sakoku* policy, and it was successful. Japan avoided European colonization and enjoyed 267 years of peace and growth.

During the Meiji Restoration, the *sakoku* policy had to be balanced with inevitably greater foreign intrusions into Japan. The policy was to preserve Japan's unique language and culture while attempting to select the best of foreign institutions, such as: the army and medicine from Germany, law and local government from France, the navy and merchant marines from England, and business methods from the States. Japanese policymakers sought to limit the introduction of English to certain areas, such as diplomacy and the formal study of literature. Since the Meiji Restoration, Japan has remained ambivalent about the value of English. This ambivalence is reflected in government policy and in the minds of school administrators and classroom teachers. There is a strong belief (not supported by research) that it is dangerous to confuse learners' minds with foreign things before puberty. At present, Japanese and foreign people alike are ambivalent about the threat posed to Japan by the English language and elements of inter-

national culture. Professional English teachers would do well to consider the effects of such attitudes upon daily classroom situations.

*Reported by Stephen C. Ross*

## Chapter Meetings

edited by tom merner

**Gunma—JALT Gunma 14th Summer Workshop at Kusatsu: Activating Language Activities in the Classroom.** The featured speaker will be Todd Jay Leonard, Hirosaki Gakuin University, and he will give two lectures titled 1) *New Perspectives on Team Teaching*, and 2) *Effective Use of Audio-Visual Materials*. We have a call for 30-minute presentations related to language teaching and those interested in presenting are welcome. For registration, please contact Shibayama Morijiro (t/f: 027-263-8522; <shibayam@surugadai.ac.jp>). *Saturday-Sunday August 24-25 (registration starts at 11:00 on Saturday); Kanto Koshin'etsu Kokuritsu Daigaku Seminar House (737 Shirane, Kusatsu, Kusatsu-machi, Gunma-ken; t: 0279-88-2212); 3000 yen, room & board : 4000 yen (for 1 night with 4 meals and onsen or hot springs)*

**Okayama—My Share.** In this meeting you can come along and hear a variety of teaching ideas from other participants. If you have any ideas on any aspect of teaching you can present them for as little as 1 or 2 minutes up to half an hour. Great ideas for warm-ups, waking up your students, finishing classes, or anything is welcome. If you have an idea to present, please contact Gavin Thomas; <gavin@po.haren.net.ne.jp>. *Saturday August 3, 15:00-17:00; Sankaku A. 2F; one-day members 1000 yen, students 500 yen.*

**Yamagata—Unique Teaching Material: Mystery Train**, by Michael Hnatko, Tohokugakuin University. The movie *Mystery Train* is a rich resource of teaching material for many different fields. This presentation will reveal some of its unparalleled depth. *Sunday August 25, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-45-6163); one-day members 800 yen.*

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edited by tom merner

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Seido .....	IFC

# Conference Calendar

edited by linh t. pallos

New listings are welcome. Please submit information to me by the 15th of the month at <ltt\_cc@jalt.org>, at least three months ahead (four months for overseas conferences). Thus August 15th is the deadline for a November conference in Japan or a December conference overseas, especially for a conference early in the month.

## Upcoming Conferences

**September 13-15, 2002—IATEFL Special Interest Groups Symposium: Special Interests—Common Interests**, at Sabanci University, Istanbul, Turkey. The three-day symposium will consist of paper presentations, workshops, and roundtable discussions presented by each of fourteen SIGs plus seven plenaries, in each of which the speaker will discuss issues common to two Special Interest Groups. Go to <sabanciuniv.edu/iateflsig> for more information and directions about registration. For further questions, email <iateflsig@sabanciuniv.edu>.

**October 5-6, 2002—10th KOTESOL International Conference—Crossroads: Generational Change in ELT in Asia**, Sookmyung Women's University, Seoul, Korea. In the last ten years there has been an explosion in research, especially classroom-based research, which has led to new theories, which have in turn led to new practices. This change has happened all over the world but especially in Asia. Response, naturally, has been varied. KoreaTESOL invites teachers and researchers to consider these questions through presentations, roundtable discussions, and informal get-togethers: How has recent research in English language teaching affected practices in the classroom? Which theories and practices can help language learners get the most from their language learning experience? Is it time for a radical rethinking of how we approach teaching and learning in the classroom? Plenary and Featured speakers will also share with us their insights on the same, among them Dr. Martin Bygate (University of Leeds, UK), Andy Curtis (School for International Training, USA), Pauline Rea-Dickins (University of Bristol, UK), and Gwyneth Fox (Cobuild project, University of Birmingham). See the conference website at <kotesol.org/conference/2002> for details, or email Craig Bartlett, Chair, KOTESOL Conference Committee at <KOTESOL2002@yahoo.com>.

**October 11-12, 2002—The Third Symposium on Second Language Writing—Constructing Knowledge: Approaches to Inquiry in Second Language Writing**, at Purdue University, West Lafayette, Indiana, USA. This year's Symposium will concentrate on exploring various ways in which knowl-

edge is constructed, transformed, disseminated, and negotiated in the field of second language writing. Sixteen plenary speakers, including Dwight Atkinson, Christine Pearson Casanave, John Flowerdew, Miyuki Sasaki, Xiaoming Li, Paul Kei Matsuda, and Tony Silva, will also address the themes. In conjunction with this symposium, the Indiana Center for Intercultural Communication will sponsor a Contrastive Rhetoric Roundtable on October 13, 2002 (free with Symposium registration). Preregistration deadline is October 1, 2002; participants are limited to about 150 persons. For more information, visit <cdweb.cc.purdue.edu/~silvat/symposium/2002/> or email Tony Silva at <tony@purdue.edu>.

**October 29 to 31, 2002—The 50th TEFLIN International Conference—Asian Odyssey: Explorations in TEFL**, at Majapahit Mandarin Oriental Hotel, hosted by Widya Mandala Surabaya Catholic University. Language teaching experts, linguists, literature experts, and language teachers are invited to join. For further information contact the Committee, c/o English Department, Faculty of Teacher Training & Education, Widya Mandala Surabaya Catholic University, Jl. Kalijudan 37 Surabaya 60114 Indonesia, t: 62-031-389-1265 or 389-3933; f: 62-031-389-1267; email: <TEFLIN2002@mail.wima.ac.id> or <TEFLIN2002@yahoo.com>; website <www.wima.ac.id>.

**November 12-14, 2002—International Online Conference on Teaching Online in Higher Education—Expanding the Frontiers**, sponsored by Indiana University-Purdue University Fort Wayne. Related to teaching and learning online issues. For more information see the TOHE preconference website at <ipfw.edu/as/2002tohe/cfp.htm>.

### Calls for Papers/Posters (in order of deadlines)

**August 12, 2002 (for November 12-14, 2002)—International Online Conference on Teaching Online in Higher Education—Expanding the Frontiers**, sponsored by Indiana University-Purdue University Fort Wayne. Related to teaching and learning online issues. For more information see the TOHE preconference website at <ipfw.edu/as/2002tohe/cfp.htm>.

**September 30, 2002 (for April 22-26, 2003)—The 37th International Annual IATEFL Conference and Exhibition**, in Brighton, UK. Also, scholarships for attending the conference are available, details are available from the IATEFL Head Office and the application deadline is in October 2002. For details contact IATEFL, 3 Kingsdown Chambers, Whitstable, Kent CT, 2FL, UK; t: +44-(0)1227-276528; f: +44-(0)1227 274415; email: <generalenquiries@iatefl.org>.

September 2, 2002 (for October 4-5, 2002)—**4th Regional IATEFL-Ukraine Conference: Quality Learning and Quality Teaching**, in Donetsk, Ukraine. South-Eastern Ukraine IATEFL, together with the British Council, invite you to sustain and extend professional development, support ELT professionals and highlight common interests. For more information, please contact Igor Gizhko; Coordinator, IATEFL South-Eastern Ukraine; <Igor\_Gizhko@ukr.net>.

October 31, 2002 (April 4-6, 2003)—**TESOL-SPAIN's 26th Annual National Seminar—Working Together: Building a Network for Teacher Development**, at the Universidad Politécnica de Valencia, Valencia, Spain. Proposals are accepted on any aspect of language learning theory or practice, in virtually any format from talk to self-made product presentation. See the website at <tesol-spain.org> for details or contact Carmen Pinilla Padilla; Universidad Politécnica de Valencia, E.T.S.I. Agrónomos (Idiomas), Camino de Vera s/n, 46022 Valencia, Spain; <mapipa@idm.upv.es>.

November 8, 2002 (for June 6-7, 2003)—**Third International Information Technology & Multimedia in English Language Teaching Conference: Computer-Enhanced Language Learning**, hosted by the English Language Centre of The Hong Kong Polytechnic University, Hong Kong, China. Proposals for papers, workshops, and promotional sessions are sought, particularly those dealing with changes in the way educators and learners may need to perceive the processes of learning and teaching in relation to wider technological developments which impact on the learning environment. More specific sub-themes and further information is available on the conference website at <elc.polyu.edu.hk/conference/>. Direct contact via: The Organising Committee of ITMELT 2003, c/o Bruce Morrison; English Language Centre, The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong; f: 852-2766-7576; <itmelt2003@elc.polyu.edu.hk>.

#### Reminders—Upcoming conferences

August 12-15, 2002—**1st Annual International Conference: Chinese TEFL Reform in the New Century**, in Tonghua City, Jilin Province, P. R. of China. Plenary sessions, lectures, workshops, discussions, a poster exhibition, publishers' book displays, and a job shop. Registration will be available onsite. Inquiries: Mr. Ding Junhua by email at <junhuading@hotmail.com> or <djh@ecp.com.cn>.

August 18-20, 2002—**CALL Conference 2002: CALL Professionals and the Future of CALL Research**, sponsored by the University of Antwerp and held in the Elzenveld Conference Center in

the heart of Antwerp, Belgium. The website is at <www.didascalie.be>; click "CALL professionals [...] research." Contact: Mathea Simons; DIDASCALIA, University of Antwerp, Universiteitsplein 1, D-010, 2610 Wilrijk, Belgium; t: 32-(0)3-820-29-69; f: 32-(0)3-820-29-86; <mathea.simons@ua.ac.be>.

## Job Information Center

edited by paul daniels

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

**Kyoto-fu**—Doshisha International Junior-Senior High School is offering a full-time tenured faculty position from April 1, 2003, for a recent college graduate. **Duties:** Teach primarily classes for returnees, but also responsible for homeroom, club, and other duties requiring strong Japanese ability. **Qualifications:** Bachelor's degree, teaching experience, fluency in both English and Japanese, and long-term commitment required; computer competency and interest in using new media also highly desirable. **Salary & Benefits:** excellent salary and benefits. **Contact:** Send detailed English resume and Japanese *rirekisho* by mail to: New Position, c/o English Dept. Chairperson, Doshisha International Junior-Senior High School, 60-1 Miyakodani Tataru, Kyotanabe-shi, 610-0321. **Deadline:** August 31, 2002. **Additional Information:** no phone inquiries please; inquire by email to <mcox@intl.doshisha.ac.jp>. School policy prohibits acceptance of application forms via email.

**Tokyo-to**—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; teaching small

group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary & Benefits:** comparable to other universities in the Tokyo area. **Application Materials:** apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline:** ongoing. **Contact:** PART-TIMERS, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

**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:** Specialty in TEFL/TESOL/ TESL/ELT, applied linguistics, linguistics or communication; doctoral degree or all doctoral course work finished as of April 1, 2003; sufficient ability in Japanese and English to carry out all job-related duties inside and outside the classroom; no nationality requirement; acceptance of Aoyama Gakuin University's educational policy. **Materials:** either Japanese or English: CV with photo; a copy of the diploma for the highest degree received or a letter of certification from the institution; list of publications and presentations and copies of three representative publications (photocopies acceptable); a sample syllabus for an English class; letter(s) of recommendation. Applicants will be notified of the general screening schedule. **Salary & Benefits:** Salary and other working conditions are determined by Aoyama Gakuin rules and regulations. **Contact:** Mr. Nakamichi Itsuo, C/O Academic Affairs Office, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366, Japan (f): 03-3409-4575. **Application Deadline:** All materials must arrive no later than September 20, 2002, addressed to Prof. Yamazaki Toshihiko, Dean, Faculty of Law, at the above address by registered mail with "English Position" written in red on the front of the envelope. **Additional Information:** All materials will be reviewed in strict confidence and returned to applicants after the completion of the screening process. For information about the Faculty of Law, see our Japanese homepage at: <www.als.aoyama.ac.jp>.

**Tokyo-to**—The School of Business Administration at Aoyama Gakuin University is seeking a full-time tenured teacher of English at the Lecturer (*sennin-koshi*) or Associate Professor (*jo-kyoju*) level to assume duties on April 1, 2003. **Qualifications:** acceptance of Aoyama Gakuin University's educational policy; doctoral degree or all doctoral course work finished as of April 1, 2003; strong background in ESL/EFL/applied linguistics/English

education/literature/cultural or regional studies; sufficient ability in English to carry out all classroom activities; sufficient ability in Japanese to carry out all job-related duties; a deep understanding of Christianity; three or more years of teaching experience at the university level. No specific age, gender, or nationality requirements. **Duties:** teaching English as a foreign language at Aoyama and Sagami-hara campuses, as well as in the evening college division (Aoyama campus); serve on various administrative committees; conduct research in an academic field; various extra-curricular activities. **Salary & Benefits:** Salary and benefits are according to Aoyama Gakuin University regulations, and depend on qualifications, age, and years of teaching experience. (Mandatory retirement at the age of 68.) **Application Materials:** One copy of either an English curriculum vitae or a standard Japanese *rirekisho* sold in stationary stores in Japan. Attach a photo taken within the last 3 months; a letter of recommendation in a sealed envelope; copies of all diplomas of higher degrees received; official transcripts for all scholastic records (B.A. and higher); list of all publications and academic presentations with copies of three representative publications and their abstracts of less than 200 words; a sample syllabus for an oral English, reading, or writing class you have taught, or would like to teach. **Application Deadline:** All application materials must be mailed together in one mailing (by registered mail), and arrive no later than September 20, 2002. Please have "English Position" written in red on the front of the envelope, and address it to: Dean Shin Hasegawa, School of Business Administration, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Any inquiries about the position or application procedure should be addressed to: English Position Opening, c/o School of Business Administration, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366, f: 03-3409-4575 (Academic Affairs Office). Inquiries by telephone or email are not acceptable. **Application Procedures:** All materials from applicants must be received by September 20, 2002. Materials will be read by the selection committee, and a list of candidates to be invited for an interview will be drawn up. Candidates will be interviewed. Interviews will be both written and oral, in both English and Japanese. Final candidates will be notified directly around October 1 of the interview schedules to be held in mid-October. Notification of acceptance will be made around mid-December. **Additional Information:** More detailed information about the School of Business Administration Aoyama Gakuin University can be found at their homepage (in Japanese only):

<www.agub.aoyama.ac.jp/>. All documents sent to the selection committee will be held in strict confidence and will not be returned.

### Web Corner

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

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt-publications.org/tlt/jobs/>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/japan/>
6. ESL Cafés Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.ohayosensei.com/>
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.edufind.com/index.cfm>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/index.html>
12. Job information at <www.ESLworldwide.com>

## Bulletin Board

edited by timothy gutierrez

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

### Call for Participation

GALE, GILE, & PALE—These SIGs along with two NGOs are cosponsoring Peace as a Global Language, to be held September 28 and 29, 2002, in Tokyo 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 more info, visit the conference websites at <www.elcalendar.com/peace> (English) or <www.sainet.or.jp/~kasa/pglj.html> (Japanese), or contact coordinators of GALE, GILE, 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

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

**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、原稿用紙への書き込みに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにしておきましょう。

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

### Feature Articles

**English 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 (**boldface** 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。4,000字原稿用紙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、本文の挿入箇所を印を付けてください。別紙へをお送りいただく場合は、別巻でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和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は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

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

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

**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字以内のエッセイです。調査データに焦点を当てていくのではなく、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募集いたします。

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

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

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

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

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

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

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

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

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファッ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/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.

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**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.

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## Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 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 1,000<sup>+</sup>, 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.

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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。

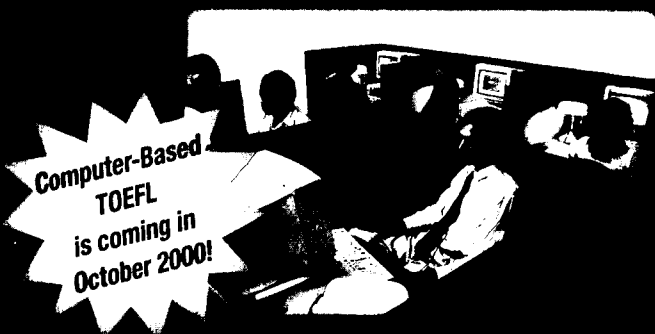
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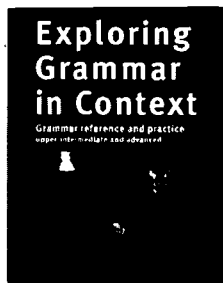
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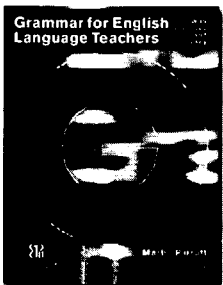
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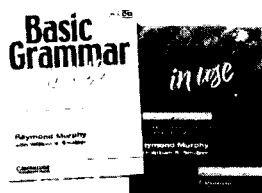
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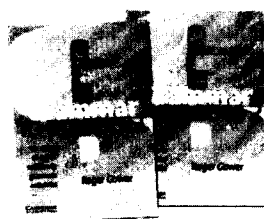
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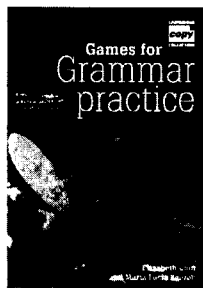
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