

May



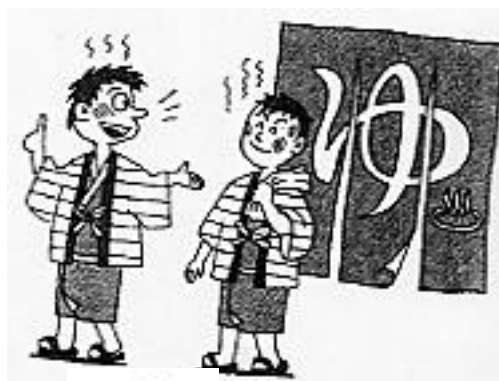
マギー



アンダーソン



ウォルター



ハリス

CLAIR's Japanese Language

Course finally addresses the Real Question:

Who is the JET Programme?

WHAT'S INSIDE

7 Election Results

9 Driving Words

10 CLAIR Courses

16 World Cup Lessons



ホワイト

www.ajetacrossjapan.com

From the Editor

February 22, 2000, asked to give an on-the-spot demonstration lesson on an American holiday of my choosing, I selected "Independence Day" and accidentally sang "Dixie" in place of the National Anthem. They hired me anyway. My adventures with the JET Program commenced.

Since that fateful day, I have managed to give myself food poisoning, swallow glass, fall on my face, and call innumerable people by the wrong name. I will leave the Program in July with a few cracked teeth, a more humble spirit and two years full of unforgettable memories.

One of my most rewarding experiences while in Japan has been membership on the AJET National Council as the *AJET Across Japan* Editor. While one reader has told me that I have not even an ounce of journalistic ethic and a professional publisher wrote that this publication could use a design overhaul, I hope that most readers have enjoyed receiving the paper.

In its decision to enable the National Council to have free membership, the 2000-01 Council decided to offer a free on-line paper in addition to the paper version. As a result, the number of subscribers to the paper version dropped by 75%. Inheriting this situation, I, as the paper AAJ design and content editor and Owen Grieb as the electronic AAJ editor, attempted to offer the best publication to all subscribers. Unfortunately, continuing to concentrate design on the paper version, the electronic version seemed to be slow and inefficient. As the only direct contact that the AJET National Council maintains with its members, it was a disappointing situation to occasionally lose touch with electronic subscribers. I hope that the 2002-03 Council moves closer to resolving the residual problems after this first year of free membership.

It is a rare and fortuitous situation that a successor comes with twice the amount of experience that you brought to your post. Roderick Overaa, the incoming *AJET Across Japan* Editor is such a person. With Laraine Coates as Assistant Editor, Jen Johnson as Advertising and Distribution Editor and James Bray as Electronic AAJ Manager, Rod leads a strong team. The June AAJ will be their first issue.

In this issue, please find the election results for the 2002-03 AJET National Council listed on page 7. The feature for this month focuses on the CLAIR Language Course and the Linguistics and Pedagogy Course. Please continue to send any letters to the Editor or submissions to ajetacrossjapan@yahoo.com. Thank you for a terrific year. ●

Peer Support Group

PSG is a telephone support line for JETs operated by fellow JETs. This service is operated every night from 8pm to 8am. The toll-free telephone number for PSG is **0120-43-7225**.

Table of Contents

From the Editor	2
The Voice	3-4
The Beat	5
Election Results	7
Driving Words	8-9
Rare Tunes	9
CLAIR Courses	10-14
On-line Ideas	15-16
Teaching Plan: World Cup	16
New SIG for the Family	17
Teaching Plan: Classroom Baseball	18-19
Recipe	20
E.S.I.D.	21



EDITOR
Ann Culp

ON-LINE EDITOR
Owen Grieb

ADVERTISING EDITOR
Leika Hancock

SUBMISSIONS
Mark Buckland, Angela Broeckel, Dana Chapnick, Catherine Dawson, Eric Pearson, Mark Flanigan, Kristin Knowlton

AAJ is published at the beginning of each month. The deadline for AAJ article submissions and Letters to the Editor is the 10th of each month.

AJET Across Japan is produced for the benefit of all AJET groups and AJET members. AAJ is an open forum. The AAJ Editor will accept submissions and edit based on space availability. All submissions and letters should be sent to **ajetacrossjapan@yahoo.com**.

Advertising should be sent to:

aajadverts@yahoo.com

On-line inquiries should go to:

grieb@cts-net.ne.jp

www.ajetacrossjapan.com

Letters to the Editor:
ajetacrossjapan@yahoo.com

The Voice

Dear JEI's,

As this is my third year in Japan, my time on the JET Programme, as well as being your AJET National Chair, has come to an end. We have seen many changes and have been faced with numerous challenges this past year.



AJET National Council 2001-02 Chair, Angie Broeckel, with students

National AJET has turned to free membership this year so we can better serve all JEI's. With this change, it has also caused us to look again at AJET finances and how we can better use our resources. Items such as *Tatami Timeshare* and *AJET ACROSS JAPAN* are now available in the paper version or by internet.

We have also for the first time this year sent an AJET Representative to the April Orientation to promote AJET to those JEI's who have come from Korea, China, Brazil and Peru. It is our hope that more and more non-English speakers will join AJET, thus we are hoping to enlarge our membership to becoming more diverse and more representative of ALL JEI's. At the moment AJET is working to making more materials available in other languages.

We brought up many issues and reports at CLAIR and MONBUKAGAKUSHO meetings this year. Some of those have included:

- z The Purpose of the JET Programme: International Understanding
- z Underutilization: The Need for Study Leave
- z Underutilization: Addressing ALI's' Time Spent in Class
- z The JET Survey: Improving the Effectiveness of ALI's in Japan
- z AJET JIE Team-Teaching Training Survey
- z CIRs in Teaching Positions
- z AJET/CLAIR Working Relations
- z Household Safety
- z Sexual Harassment
- z AJET-CIR Network Cooperation Report

continued on page 4

from page 3

- z CIRs and the JET Japanese Language Courses
- z Multicultural Survey – Multiculturalism
- z Driving Rights
- z Cultural Days included in all Contracts

I believe that we will soon see some results from these reports, as well as reports given by the previous councils. Issues that remain the most important to JETs are brought up every year, and although I would like to personally see results come at a faster pace, I have to remember that change is a slow process in this country. However, I have faith that one day those issues being presented will be acted upon. It is up to AJET to keep introducing and pressing such issues to CLAIR. AJET is your voice to CLAIR and we strive to do what is neces-

sary, as volunteers, to benefit JETs.

It's easy many times to just "give up" and throw in the towel, hoping that someone else will pick it up. That's an easy way out, but not helpful. We CAN make a difference here and we CAN change how the JET Programme is operated. It will take time and patience, but we can . . . and we are.

I will look back fondly on the JET Programme and on AJET. I strongly believe in AJET's future and I hope that you will continue to support AJET in its vision.

I wish the next AJET National Council and local AJET Chapters much success in the years ahead.

Thank you for such a rewarding year! ●

Angela Broeckel
AJET National Council Chair
ajetncchair@yahoo.com

Women's Issues	500en	diva_i@hotmail.com
Volunteer SIG	Free	ajetvsig@yahoo.com
Stonewall (gender issues)	2000en	Stonewallinjapan@yahoo.co.uk www.geocities.com/stonewallinjapan
Spectrum (people of color and Multicultural issues)	1000en	kckelly@nh1.117.ne.jp
SCUBA SIG	1000en	SCUBA_SIG@hotmail.com
Outdoor SIG	1000en-new 500en-renewer	pres@outdoorsig.com www.outdoorsig.com
Ninki (Japanese pop-culture)	1000en	ninkisig@yahoo.com
Jewish National Network	500en	jewishjets@yahoo.com
Habitat for Humanity	1500en	habitatsig@hotmail.com
Buddhism and Meditation	Free	buddhismeditationsig-owner@yahoogroups.com http://geocities.com/meditationsig/
Ecology SIG	Free (1st years) 1000en (others)	tucker@tan.ne.jp www.geocities.com/ecosig_2000
Computers SIG	1000en	webmaster@comsig.net www.comsig.net
JET Christian Fellowship	2000en	jcfnc@hotmail.com
Budo (martial arts)	Free	daniel.lee@anet.ne.jp
Japanimal	Free	animalpeople2000@hotmail.com
Family, Education & Language and Business SIG are all looking for leaders. If you'd like to get involved, please e-mail ajetsig@hotmail.com .		

S
I
G
Groups

Special
Interest

2001-2002 AJET National Council

Chair:

Angela Broedel
ajetmchair@yahoo.com

Vice Chair:

J.D. Sparks
ajetvc@yahoo.com

Treasurer: *Benjamin Hedrick*
ajettreasurer@yahoo.com.com

Block 1 (Akita, Aomori, Hokkaido,
Iwate, Yamagata):

Brian Clarke
ajetb1@yahoo.com

Block 2 (Fukushima, Miyagi,
Niigata, Tochigi):

Dana Chapnick
ajetblock2@yahoo.com

Block 3 (Guma, Ibaraki, Saitama):

Kamala Burks
ajetb3@yahoo.com

Block 4 (Chiba, Kanagawa, Tokyo,
Yamanashi):

Emily Friedman
ajetb4@yahoo.com

Block 5 (Aichi, Gifu, Mie, Nagano,
Shizuoka):

Brendan Keenan
ajetblock5@yahoo.com

Block 6 (Fukui, Ishikawa, Kyoto,
Shiga, Toyama):

Erica Yelersky
ajetblock6@yahoo.com

Block 7 (Hyogo, Nara, Osaka,
Wakayama):

Ornar Karlin
ajetblock7@yahoo.com

Block 8 (Ehime, Kagawa, Kochi,
Okayama, Shimane, Tokushima,
Tottori):

Alonso Surette
ajetblock8@yahoo.com

Block 9 (Fukuoka, Hiroshima,
Nagasaki, Saga, Yamaguchi):

Kiesha Speech
ajetblock9@yahoo.com

Block 10 (Kagoshima, Kumamoto,
Miyazaki, Oita, Okinawa):

Gabriel Johnson
ajetb10@yahoo.com

CIR/SEA Rep:

Catherine Dawson
ajetcirsea@yahoo.com

Database Administrator:

Nicholas Dimascio
ajetdba@yahoo.com

Hey all! I'm sure you are all super busy with the beginning of the fiscal year! It means new faces at work, (and missing old ones!), learning to work with different people, and LOTS and LOTS of parties!!

This season also means changeover for AJET National Council. This changeover will occur between May 11th and 14th. The first two days will be a changeover meeting between positions on the National Council. The next two days will be spent discussing various topics with CLAIR. Among the topics being discussed are:

- Driving rights: What are the limits of a JET? What are the limits of a foreigner living in Japan? What limits can your contracting organization impose on you and its employees? Can this be changed? Is it national policy?

- Underutilization: This is one of the greatest complaints of JETs. How many hours are JETs really working? In what ways can a JET be better utilized?

- Multiculturalism: Who are we as JETs in Japan? Where do we come from? What is our ancestry? What are our religious beliefs? What is our sexual orientation? What is our nationality? What languages do we speak? What color is our hair and eyes? We are a diverse group of individuals! How are we able to incorporate this into our work and lives in Japan? How are we treated because of this?

- Cultural Days: Are you Scottish and have a neighboring JET who is French? Would you like to do a cultural exchange with his or her community? What an excellent way to expose communities to our diversity and beauty of our various cultures!

Ok, that about does it! Hope you are all enjoying the flowers and the warmth! In between your playing in the sun and all your work, remember though to take the time to get to know the new people in your office! Take care!

The Beat

Dana Chapnick
AJET Block 2 Representative
ajetblock2@yahoo.com

JETAA Job Guide/Job Bank

<http://chero.com/job/>

JET Mentor Network:

<http://chero.com/mentor/>

Re-Contracting Conference is coming soon and there's a weekend attached to the conferences in both Kobe and Tokyo.

Thus, while your travel expenses are already taken care of, we have an opportunity for you to make the most of that weekend...

JET Christian

Fellowship presents two retreats (open to anybody, members or otherwise... JETs and friends, family, co-workers of JETs... you can even bring the guy who drives the tako-yaki truck down the street if you want to). You're welcome to come for the whole event or just for part of it if that's all you can make. It's open to everybody though... no matter where you're at in life.

Kobe Re-contracting Camp

May 24-26 in Kobe
For more details, contact
Caretta Cooper.
carettacooper@hotmail.com
or 0724-64-1864

Tokyo Re-contracting Camp

May 31-June 3 (since you'll need a place to crash the night before it starts) in Chutama, Tokyo (near the edge of Tokyo, so it's rather mountainous and countryish)
For more details, contact Jennifer Osteen. 0246-24-5437 or
jcfretreat@hotmail.com



作家募集中

- ただ今 AJET (JET 参加者の会) では、JET コミュニティーの日本語使いを積極的に推進しています。
- 日本語、および非英語等の JET の母国語で書かれた記事を募集しています。
- 皆さん、言いたいことはありませんか。内容は好きなように、JET 参加者に興味深いだけで、何でもかんでも、手紙の何語、何語でも構いません。

お待ちしております！

Do you want to begin a homestay program?
Are you coordinating a sister city exchange program?
Has your office asked you to "tagalong" on a tour in the name of internationalism?

Taking Nihonjin

Taking Nihonjin to Gaikokuland addresses all of these issues from the proposal to post-trip evaluation... AND it's partly bilingual!

GAIKOKULAND

Avoiding Common Pitfalls and Planning for Success!



By Jeanne Simpson
Illustrated by Lica Wahl

1000 yen for AJET members
1500 yen for Non-AJET members

Can't wait to buy it? Well, contact the Distribution Manager for details!

Danette Sullivan
Akeno High School
1481 Akeno, Obata-cho
Watari-gun, Mie-ken
(0596) 37-4125
fax (0596) 37-4127
danetteinJapan@yahoo.com

A total of 115 people voted in the National Council Elections. Thank you for selecting the following leaders. New members will have full access to their predecessors e-mail accounts (listed on page 5) after May 14th if not before. The numbers in parentheses indicate the number of people who voted in that prefecture. Good luck to the new council!

Elected Positions:

Executive Officers:

Chair

Anthony Hall

Vice Chair

Amelia Barclay

Treasurer

Donna Kim

Block Representatives:

Block 1: Akita (11), Aomori (5), Hokkaido (18), Iwate (7), Yamagata
Daniel Lee

Block 2: Fukushima, Miyagi, Niigata, Tochigi
Vacant

Block 3: Gunma (1), Ibaraki, Saitama (6)
Thomas Kodiak

Block 4: Chiba (1), Kanagawa, Tokyo, Yamanashi
Cory Weaver

Block 5: Aichi (1), Gifu (1), Mie (4), Nagano (1), Shizuoka
Liz Goodin

Block 6: Fukui, Ishikawa (1), Kyoto (17), Shiga (18), Toyama
Tom Silverman

Block 7: Hyogo (9), Nara (7), Osaka, Wakayama
Connie Kong

Block 8: Ehime (1), Kagawa, Kochi (9), Okayama (4), Shimane,
Tokushima, Tottori
Wes Jones

Block 9: Fukuoka, Hiroshima, Nagasaki, Saga (19), Yamaguchi
Jackie Wilks

Block 10: Kagoshima (9), Kumamoto (1), Miyazaki, Oita, Okinawa
JP Fritz

CIR/SEA Representative

Vivian Beebe

Appointed Positions:

Database Administrator
Amanda Cornaglia
AJET Across Japan Editor
Rod Overaa
AJET Across Japan Assistant
Editor
Laraine Coates
AAJ Web Manager
James Bray
AAJ Advertising Editor
Jen Johnson
Webmaster
Mark Hollingworth
Translator
Yeji Reiko Jeung

The ancient masters said to practice Zen by chopping the wood and carrying the water..... For modern man, Zen is practiced in the drive to work.

Z E N A N D T H E M A N L Y A R T O F S W E A R I N G



Eric Pearson

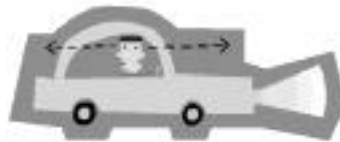
Gunma

I used to rarely swear. It was something I really never had much of a need for, except on Boy Scout campouts of course. Then one day everything changed. The State of Texas issued me a driver's license. Since that fateful day a constant stream of obscenities has flowed from me on my daily car travels. No word is too strong for me. No arrangement too bizarre. I used to consider myself an artist in verbal filth. One day maybe I could have my work in a New York gallery, I mean taxi. Now I have an international driver's license. This allows me to swear in different languages. As long as they are class "C" obscenities that weigh under 2 tons.

There is something about driving. It is a direct link to a reptilian part of our brain. A short cut to fight or flight. A short cut to curse and yell. Anyone on the road that is going slower than us is our mortal enemy. An object of contempt. There is no death slow enough for the person who cuts us off.

I have spent a great deal of time categorizing Texas drivers.

1. Young men in pick-ups are the most aggressive and think they are immune to the side effects of physics, like inertia
2. Middle-aged women in mini vans. I don't know why, but they always make me cuss.
3. Old folks in Cadillacs. The slowest drivers ever. They stop at green lights



so people don't think they are hot rodding. These drivers helped me think of the phrase "old people should be shot at birth." This is a joke of course. There are lots of cool old people... Like Madonna and the guy that played the incredible HULK.

Stop lights A whole new can of worms. I have pulled my hair, ranted, sweat, cried, and cussed, and cussed and cussed. I hate stop lights. I think we should be allowed to just take our chances. For awhile I was convinced I had a gypsy curse. For three days in a row, every light I hit was red. Every one. This indeed would be the foulest and darkest of all magic imaginable.

Now, on to the subject of the bird, ya know the dread middle finger. I personally have never used it while driving. This is because it is a potent psychological weapon. I have personally witnessed calm people freak out and try to start fights because someone gave them the bird. Fights start over the middle finger. People have probably died over it. It is like a car mounted armor piercing, guided missile with a 150 kiloton "fuck you" warhead attached. Don't use it. And yes, this means you Grandma. So lets get to the point shall we...

In Japan there is a concept called harmony. This word, I have read, appears in 80 percent of Japanese company slogans. They take it seriously. While *gaijin* tend to think it means a state of inner tranquility, the Japanese are more concerned with the har-

mony between people. Basically getting along with one another. Inner gooeyness or being nice to people, either way it is a pretty good goal. When do we reach this mystic state? Sadly, probably never. But, we can get a whole lot closer to it through practice. So practice. Stop swearing when you drive. Stop being aggressive when you drive. When you feel like a blood vessel is going to blow in your brain, take a deep breath and chill baby. Driving can be an excellent chance to improve yourself, morally and spiritually. While this sort of mental training will not bring you to enlightenment, it will go a long way in making the world a better place, and more importantly help you find a little more happiness. There is a Zen phrase that says you do not have to be a monk to practice. You carry your temple with you. Life is your temple, or church or whatever... My temple is white, holds 2000 yen in gas, and is named *Gokiburri*, Japanese for "cockroach" (It is small, dirty, and smells like food. Good Japanese workmanship. Long after humanity has nuked itself to oblivion, my car will still be driving to work.).

Walk in peace my children,

Eric the Honky Guru. ●



Top 10 Songs NOT Used in English Class

Mark Flanigan

Nagasaki

10. "Erotic City" – Prince
9. "Anarchy in the U.K." – Sex Pistols
8. "Strokin'" – Clarence Carter
7. "One in a Million" – Guns n' Roses
6. "Gimme Some Head" – GG Allin
5. "Fuck Tha Police" – NWA
4. "Why Don't we Get Drunk and Screw?" – Jimmy Buffet
3. "Cocaine" – Eric Clapton
2. "At a Medium Pace" – Adam Sandler
1. "Speak English or DIE!" – Stormtroopers of Death

can you speak japanese?...

J a p a n e s e L a n g u a g e C o u r s e

The Japanese Course is a little too fast for beginners, especially if they have never studied Japanese before. Instead of only having one month to study, perhaps a month and a half would be better.

I am doing the beginners level language course and in general I find the books to be excellent. But in book 4 it got hyper pedantic and also very difficult so I feel they really need to revise some sections of book 4. Also, in general, they spend far too much time on grammar and do not allow any time for the memorisation of the vast number of new words they are always introducing. Vocabulary should have more emphasis, as I find myself using a dictionary more and more as the months go by to understand the coursebooks. One other point is that I find the content of the dialogues to be incredibly patronising, though in a way it amuses me. Things like "playtime is for playing, studytime is for studying" and "ooh I have a hangover...drinking is bad..."

I enjoy the course very much, but it's been difficult to continue studying Japanese energetically given that I'm leaving the country in two months. It would be of great benefit to start the course around mid-year conference time rather than when we make the preliminary decision to renew our contracts or not.

continued on page 14

The Japanese Language Course is a six month correspondence course offered at the beginning, intermediate and advanced levels. The course is open to all JETs and the full cost of the course is covered by CLAIR. Five anonymous people have shared their comments on this course.

when the students become the teachers

L i n g u i s t i c s & P e d a g o g y C o u r s e

Catherine Dawson

Akita

Sick of a life of translation, I decided to take on a new challenge for my second year, and applied for the Linguistics and Pedagogy course. I wasn't sure what to expect; I had vague ideas about teaching Japanese part-time during future postgraduate study and so I thought that the course could be useful, but I didn't know anyone else who had taken it, and wasn't sure if it was going to be worthwhile or not. The first monthly package of course texts peaked my interest

continued on page 11

continued on page 5

immediately however. The main course text covered Japanese teaching principles and methodology. Every month we also received a dense, but interesting, linguistics textbook, Japanese proficiency exercises which were varied enough to involve most people, regardless of Japanese level, a homework task book and CD.

The emphasis was on self-study, and I could progress at my own rate with the linguistics reading. Each month I had to complete around six tasks, which always included a Japanese language review, lesson planning and a Japanese essay. Most interesting were the interviews with Japanese colleagues and friends, on topics such as their knowledge of Japanese speakers around the world, their name *kanji* and Japanese slang. The topics were not particularly intellectually demanding, but often sparked fascinating discussions. Some of the other exercises were equally original, such as writing *haiku* in Japanese. The course was short, but managed to explore a huge range of areas related to the Japanese language. Even though I'd studied Japanese for four years, there was enough to interest me.

The focus of the course was a week spent at JIAM, between Kyoto and Lake Biwa. The facilities were isolated, but new and modern, and provided a great atmosphere for study. I spent most of my time between the library, gym and bath! We had a 9am-5pm day of lectures, given by native and non-native teachers of Japanese, but the most important part of the course was preparing and presenting our own Japanese lesson on one of a choice of topics. This came much more naturally to me than teaching English, as I'd been on the receiving end of Japanese lessons for several years. I found myself copying the teaching style of my university lecturers, smiled a lot, and made it through somehow.

When JETs are given something worthwhile to tackle, it soon becomes apparent what we're capable of. We're a fairly diverse group, but one thing that characterises people who are prepared to jump in at the deep end and try out life in a different country is tons of enthusiasm. Everyone worked very hard over the week, inspired by the quality of the course that had been provided for us and the lecturers, who took on their role very seriously and energetically. We could only brush the surface of Japanese language teaching, but to the teachers' credit they addressed us all as potential future colleagues. I think that everyone respected the effort put in by those organising the programme, and in turn put in a week of hard work. It was a real change to have something different and challenging to take on outside of a sometimes frustrating work schedule. The week was followed up with plenty of feedback and evaluation, including a video of my practice lesson which arrived a month later in the post. I was the smiliest *sensei* ever!

I wish that the week had been longer – perhaps to cover some more of the linguistics side of the course. I would have liked to have had lectures on diverse aspects of Japanese language learning and linguistic history. However, in the time allotted we were given an intensive, well-planned study programme. Whether you want to obtain new skills, or just diversify your work schedule, this course comes highly recommended. ●

Applying for the Course
CLAIR sends all JETs information on the Linguistics & Pedagogy Course. Applications must be faxed back to CLAIR before you can receive the second part of the application, a two hour listening and grammar test to be taken on your own. Numbers are limited, but few people were turned down – said Catherine Dawson.

This report was originally written for the AJET/CLAIR meeting which occurred in mid-November. Please find the report in both English (page 12) and Japanese (page 13).

CIRs and the JET Japanese Language Courses **AJET CIR/SEA Representative, Catherine Dawson**

JETIs benefit from the provision of three different types of correspondence courses, including three levels of basic Japanese language instruction. This language course is extremely helpful in improving the Japanese abilities of JETIs, enabling them to participate more usefully at work, and to settle in to Japanese life in general.

The vast majority of CIRs want to improve their language skills, to function more ably at work and communicate more effectively, as well as to increase their fluency with a view to using Japanese in their future careers. Although living in Japan itself is advantageous to picking up the language, it is impossible to improve without dedicated study.

There is at present no provision of a language course at a level from which CIRs could benefit. Many CIRs automatically apply for the "advanced" JET Language Course on arrival in Japan. However, this is somewhat of a misnomer, as the level of the course is pre-intermediate. Although the requirements as given in the course description are similar to the requirements for the second level of the Japanese Proficiency Test, in reality the level is far lower. Even CIRs describing themselves as "less than fluent" have found the Advanced Course to be far below their actual Japanese ability. It is also evident from the content of the texts and the situations encountered that the books are not intended for people working in the CIR working environment.

Sending first-year CIRs an inappropriate course would appear to be a great waste of time and money. It is also extremely disappointing to those looking forward to taking the course. This is particularly so given that it is very difficult to find Japanese instruction at an appropriate advanced level anywhere in Japan outside the major cities, although entry-level, beginners, and even intermediate instruction is widely available even in rural areas, at International Associations and universities. If an appropriate course were to be provided, it would be widely subscribed to and well appreciated. ALTs with previous experience of studying Japanese could also gain from a higher level course.

CIRs, the majority of whom have already experienced the benefits of studying Japanese in Japan, and who are proven to be motivated and able language students would greatly benefit from a correspondence course in Japanese. Ideally, the course would fulfil the following requirements:

- To prepare the student for level one or two of the Japanese Proficiency Test
- To be based on "real" contemporary Japanese and current affairs
- To be applicable to those working in a Japanese office environment

Developing a new course would carry financial costs. However, when compared with the money wasted by sending the current Advanced course to CIRs, this would be cost-efficient in the long run. It would also be appreciated by CIRs, who feel sidelined by the lack of provision for them. This is a frequent source of complaints. AJET recommends that serious consideration is given to the Japanese Language Courses in future years.

CIRとJETプログラム日本語講座

AJET CIR・SEA 代表、キャサリン・ドーソン

JET参加者は3レベルの基本的な日本語教育を含めた3種類の通信講座の提供によって利益を得ている。語学講座は、積極的な職場での参加や、日本の日常生活に慣れることを可能にさせるなど、JETの日本語能力を伸ばすのに役立っている。

多くのCIRは仕事でよりよく機能し、効果的にコミュニケーションするために、あるいは将来のキャリアで日本語を利用するために日本語能力の増進を望んでいる。日本での暮らし自体が確かに言葉を覚えるには有利なことだが、積極的に勉強しなければ改善はしにくい。

実際にはCIRが利益を得るレベルの講座がない。日本に到着した多くのCIRは自動的に上級のJET日本語講座に申し込んでいる。しかし、この講座は実際準中級のレベルで「上級」というのは呼び誤りではないかと思う。講座ガイドによる上級講座の資格は日本語能力試験2級の資格に似ているが、事実上のレベルはずっと低い。「日本語能力の低い」CIRでも上級講座のレベルが自分の能力以下であることを発見する。テキストの内容や場面設定をみても、この講座はCIRのような職場で働いている人には適していないことがわかる。

一年目のCIRに不適當な講座を発送するのは時間とお金の無駄使いではないだろうか。その上、講座を受けることを待っている皆を失望されるものである。入門、初級、中級の日本語指導は田舎でも国際協会や大学で受けられるが、適當な上級講座となると日本の大都市以外では見つけるのはとても難しい。適當な講座が提供されるならば、多くの人が受講し、とても感謝されるであろう。以前に日本語の勉強したことのあるALTも上級講座より利益を得ることができるであろう。

ほとんどのCIRは既に日本留学の利点を体験したことがあり、やる気と実力のある語学習者なので、日本語の通信講座により多いに恩恵をうけるであろう。理想的な講座は次の条件を果たす：

- 日本語能力試験の1級または2級の準備に役立つ。
- 「現実の」現代日本語、及び時事に基づいた授業を提供する。日本の職場で働くひとに適している。

確かに新しい講座展開するのは費用がかかる。しかし、現実の上級講座をCIRに発送する無駄な費用と比べれば、長期にわたる費用効率は高いと思う。適當な講座がないため無視されたと感じているCIRにも喜ばれるかもしれない。現在の日本語講座を批判する声が多いため、これから力を入れて検討していただくことをAJETはお勧めする。

from page 10

I've two main problems with the course (although I really do appreciate the fact that it is free). The first is that everything seems oriented towards business Japanese, as opposed to conversational Japanese. As it is, most other textbooks are for businessmen etc, it would be nice to have a textbook that gives more conversational Japanese, for outside schools. I know enough to get by at school (and have no desire whatsoever to become a Japanese salaryman, assuming that was possible) and I have other teachers who can help me if I need it, but the stuff learned isn't so helpful with regards to conversational Japanese, the sort I will need if I'm at an *enkai* or just chatting with teachers. I really don't care what the words for various department heads are!

In addition, rather a lot of the stuff seems to treat us as if we are idiots, giving annoyingly overlong explanations. One example would be in how to change verbs into other forms. Things like explaining in brackets what the "agent" is when discussing the passive forms of verbs are ridiculous when you consider that we are over here to teach and so our level of English is probably above that of an eleven year old.

But hey I'm just complaining. It is great how the books are free...I didn't do the basic level tests and I am not doing the intermediate level tests, because I don't care about getting some certificate, the certificate I want for my CV is the advanced one, that's the only one any prospective employer is likely to care about (although the J-Test is probably better), I am frustrated that NOW is when they are considering not allowing people to take the next course if they didn't complete the previous one, because a)right from the start I only intended to complete the advanced tests on time (I would rather study the rest in my own time) and b) by the time they told us about the proposed change, it was already TOO LATE for me as I had already missed 2 deadlines. I would happily pay to do the advanced course.

I am a first year ALT with no previous experience of Japanese study. The course has been really helpful and has made me study the language. I do have a problem with the kanji part of it. I have decided to ignore the kanji they teach because, as opposed to everything else in the book, there is no structure to it. I have a lot of kanji flashcards, a Japanese elementary kanji teaching book and a kanji pictographic book. All of these have structure, telling you the *on* and *kun* readings, the number of strokes, the stroke order, use in verbs and so on. The CLAIR course just plops them into the end of a lesson. It doesn't give the many different readings, instead it decides on one of them at random (it seems). It doesn't explain the kanji or the stroke order or count. If they want to include kanji (which they should) why don't they put a lesson of kanji at the end of each week, where they can explain the use, different readings etc. ●

Mark Buckland

Hyogo

If you are getting bored at school, and feel like you don't know where to go on the Internet, try out some of these cool links.

While you have nothing to do and feeling like taking it out on some others, or just need a dose of reality, take a look at www.jabtv.com. You can have a go at Tiger Woods, or watch the Virtual G.W. Bush. Just beware of the volume before you start..

Still feeling aggressive? Sick of those Ob-sans cutting in front of you? Try to beat the top score at www.scooterdeath.com/, but you still have to be nice to the oldies, and especially the cat..

Analyze your personality with this colour test at www.colorgenics.com.

Just click on the cubes, and the site will tell you how you are feeling with surprising accuracy.

If you are really into B-movies, check out www.stamptokyo.com/. They have reviews, cool stuff, and even the long lost movies you remember from way back.

Going even further back, remember getting up early on Saturday morning to watch the cartoons? www.yesterdayland.com/

takes you back to all great kids stuff, like The Greatest American Hero, New Kids on the Block, lunch boxes and more!

www.sillybuddies.com has heaps of weird, funny and

Cool Links...

strange things. Perfect for that extra free period on Monday morning.

www.bored.com also has heaps of cool stuff for you to do including crosswords, jokes, links, movie reviews and more.

When you really need a good quote to go in your thesis, report, or Hyogo Times article, go to www.brainyquote.com/ because as Jean Rostand said "Think? Why think! We have computers to do that for us."

We've all heard about the watch in Ben Hur, and the house on the horizon in Titanic, but did you know there are 140 mistakes in The Matrix. www.movie-mistakes.com/index.php has an extensive list of movies where mistakes have been discovered. Is your one there?

This site is just a little strange and baffling, but quite amazing. Move the shapes around to create odd effects at sodaplay.com/.

www.thepark.com has heaps of strange stuff, but the tests are very interesting and very funny. Take the Un-telligence test (a real test, not how smart you are not), and see if you can beat my score of 54% (apparently very bad..).

For the more academic among us: Perhaps your calculus as dropped off a bit since uni or high

continued on page 16

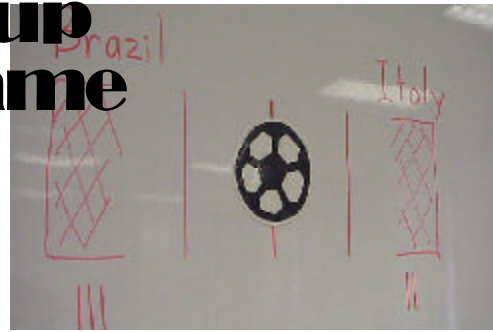


World Cup Soccer Game

Anthony Fischer

Hyogo

Ok. The World Cup carnival is fast approaching. Here's a game that I've been using with success. The original concept is certainly not mine; I have simply modified some aspects. Perhaps you'd like to use it as a fun way of ending whatever other World Cup activities you've been doing with your classes.



Brazil vs. Italy in Fukusaki, Hyogo

Idea: Two teams take turns answering questions. Upon answering, they try to score a goal on the blackboard "soccer pitch".

Materials: Laminated soccer ball (with magnet), some questions (anything will do, but World-Cup based seems highly appropriate). I also use 2 "Next player" cards, and a yellow/red card, just for fun.

How to play the game: I divide the class into two teams, and get each team to choose a country (A team and B team is fine, but not as exciting). I ask everyone a question, first a student from "Brazil," then a student from "Italy," alternating between the teams. For more advanced classes, I get students to ask the questions.

When someone answers a question correctly, he or she rolls a dice. Based on the number they roll, the soccer ball is moved a certain number of places. Whenever it reaches the net, a goal is scored, and the ball goes back to the middle.

The all-important dice: I use a dice, as even the lowest level student then has as much chance of scoring a goal as the highest level student, it's all up to chance. I structure my questions so that the only way a student can't answer is if they are deliberately not trying.

Extra tips: I only use three "lines" between the goals. Any more, and it becomes too difficult to score a goal, therefore not as exciting.

I use the "Next Player" cards so that the students can organize themselves. Before the game, I demonstrate that the next player will be the person alongside, or behind, or whatever. Then, before coming out the front to answer, the "question student" gives the card to the next player. This gives that

next student a minute or so to psyche themselves up: helps to avoid the look of astonishment on the student's face that they might actually be asked to do exactly the same thing as everyone else has done. The "Next Player" cards

also usually get the students to come out the front of the room by themselves, or at the very least give me a visual aid, instead of me having to try to remember who the heck is next all of the time.

For primary schools, I use the following with the dice:

1, 2 = move 2 places

3, 4 = move 1 place

5, 6 = don't move

For junior high schools,

I often substitute:

6 = move BACK one place



from page 15

school. How's your algebra, chemistry and physics? Brush up at www.vectormind.com/ and check out all the bits and pieces you knew you knew.

The American Museum of Natural History has an amazing site at www.amnh.org/ with all the latest, as well as virtual tours. Almost as good as going to the real thing, or so they say.

Speaking of museums, the Louvre in Paris has its own Website at www.louvre.fr/. They have a virtual gallery, so you can see all their art without having to buy the plane ticket.

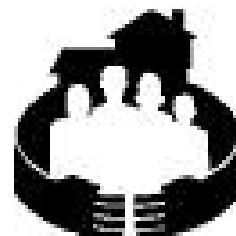
Happy Surfing!!

Hello Fellow JEITs,

We have started a new listserve for members with any type of family here with them on the JET Programme. This means kids, spouse, or even boyfriend/girlfriend or life partner. Maybe you are thinking of getting married while you are here on the Programme.

This is how we describe and invision our group:

The main objective of this mail group is to communicate information about living in Japan on a whole range of issues that affect you, your spouse, your partner and/or your children. Very often information about Japanese pediatricians, immunizations, children medical rebates, tax concessions for dependants, childcare, nutrition for children, even marriage counselling, etc, is relatively difficult to access, depending on where you're located in Japan. Quite commonly the needs of families are not comprehensively addressed by host institutions, and you may find that there are very few people who can relate to your situation. Sometimes it is good to talk about difficulties out in the open with someone who can empathise. This is a forum where you can post questions as well as reply to questions drawing on your own similar experiences. The objective is to break the isolation of families on the JET Programme and create a network where people can help each other cope with the everyday challenges of life in Japan. To join the group, send messages, or view the group you can simply send an email to the yahoo address below... (You can get much more out of the group if you have a Yahoo ID...Files, polls, archives):



- Post message: FamilyJEITs@yahoogroups.com
- Subscribe: FamilyJEITs-subscribe@yahoogroups.com
- Unsubscribe: FamilyJEITs-unsubscribe@yahoogroups.com
- List owner: FamilyJEITs-owner@yahoogroups.com
- The primary contact people for the group will be:
- J.D. Sparks at JDSusumu@yahoo.com
- Saeki, Paul at saekipaul@pref.okinawa.jp
- The generic contact address for the group will be:
- FamilyJEITsContact@yahoo.com.

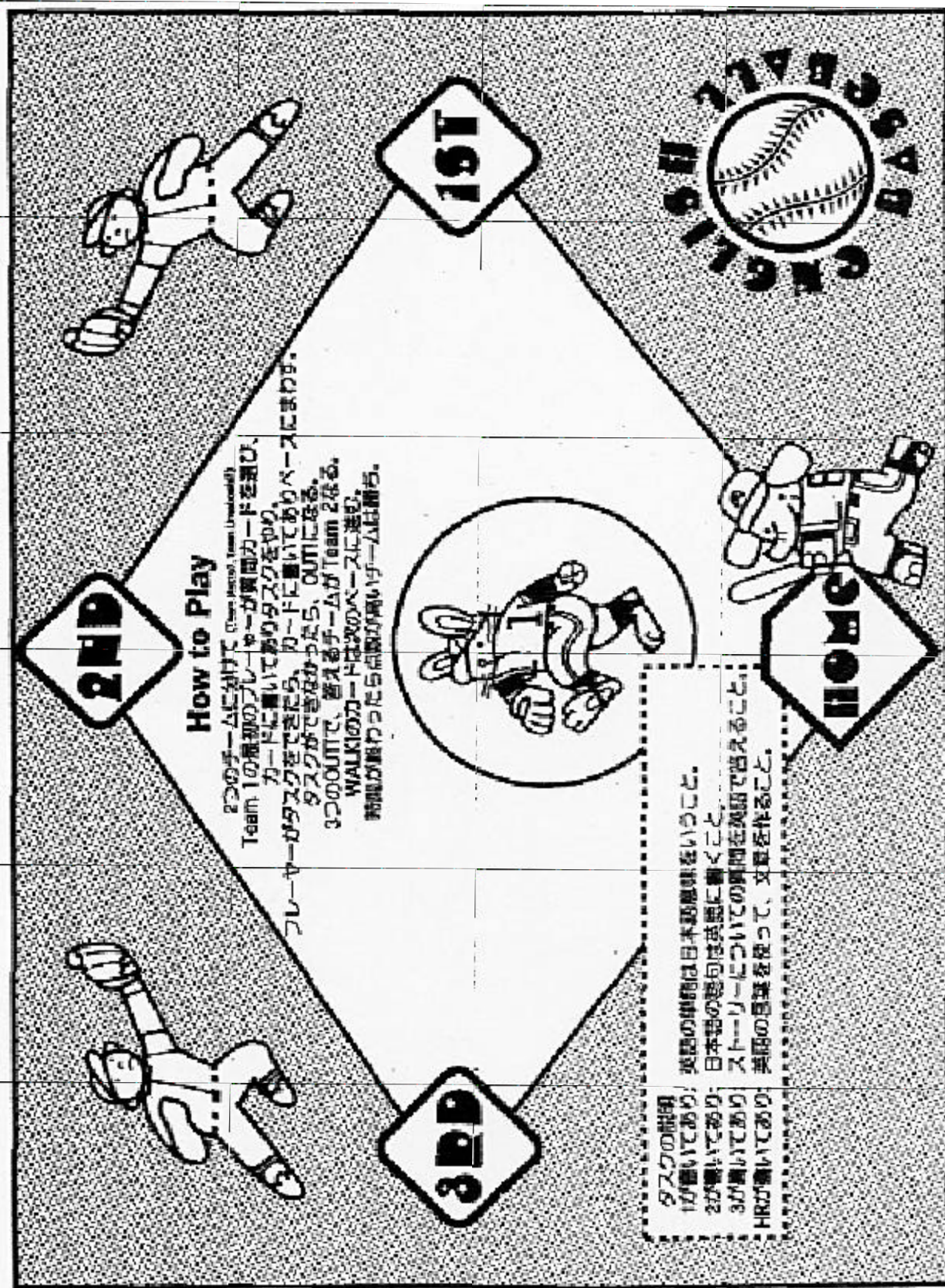
Please join...even if you don't have a family, but just want to share info with fellow JEITs on living in Japan.

<h1>nationality</h1> <h1>G</h1> <h2>roups</h2>	<ul style="list-style-type: none"> Australia Canada French Speakers German Speakers Ireland Korea New Zealand Spanish Speakers United Kingdom U.S.A.
	<p>For contact information and prices, e-mail Dana at: ajetblock2@yahoo.com</p>

While we have not officially taken the role of the now idol "Married JEITs" SIG... We will be seeking to assume that position. But for now, this is a venue for sharing ideas and issues.

Peace,
J.D. Sparks and Saeki Paul •

AJET National Council
www.ajetonline.org



For directions to this game, please see page 19.



Classroom Baseball

1 Divide the class into groups of 6 and give them a playing board with Japanese instructions. One team is 3 students and teams take turns at bat.

2 Each group must decide one person to be the scorekeeper and assign a thing to represent each player (eg. Eraser, rock, etc.).

3 Give each group 1 envelope which contains papers with the numbers 1-3 and HR written on them. Also, each team gets a "Question Sheet" which they use to ask the opposing teams the appropriate questions. The "Question Sheet" should contain both questions and answers.

Paper #1: Translate the word in English to Japanese. If correct, move your player one base.

Paper #2: Translate the Japanese word to English. If correct, move your player two bases.

Paper #3: Answer the question in English. If correct, move your player three bases.

Home run: Respond to the question with a complete English sentence. If correct, you made a home run!

Alternatives: Change verbs from present to past tense, etc.; Instead of choosing papers from envelope, students can choose which base question they want to go for.

4 If the questions are not answered correctly, the next team may try for a base (i.e. only 1 OUT per team per inning).

5 The team with the highest score wins.

6 If this is successful, try doing it on the blackboard as a whole class.

This activity comes from Fukushima JET Kristin Knowlton's magazine Tanoshii Eigo. For more creative classroom ideas, contact Kristin at kkinjapan@hotmail.com.



Spring Cooking



Kristin Knowlton

Fukushima

Asian-Style Vegetable, Rice & Tofu Soup

Servings 4

Prep time 20

2 1/2 cups vegetable broth
2 cups small broccoli florets
2 cups thickly sliced small shiitake
mushroom caps
1 cup thinly sliced carrots
1 cup water
1 tablespoon reduced-sodium soy
sauce
1 teaspoon dark sesame oil
1/8 teaspoon ground ginger
1/8 teaspoon crushed red pepper
flakes
8 ounces firm tofu, cut into 1" cubes
2 cups cooked rice
4 lime wedges
1/4 cup cilantro leaves

1. In large saucepan, combine broth, broccoli, mushrooms, carrots, water, soy sauce, sesame oil, ginger, and crushed red pepper. Cover and bring to a boil over high heat.
2. Add tofu and rice to boiling soup; cover and cook 2 minutes, or until tofu and rice are heated through and vegetables are crisp-tender.
3. Serve soup with lime wedges and cilantro leaves.

Nutritional Information:

Per serving: 213 calories, 4.8g total fat, 0.6g saturated fat, 1.1g monounsaturated fat, 2.1g polyunsaturated fat, 4g dietary fiber, 11g protein, 35g carbohydrate, 0mg cholesterol, 793mg sodium.

Good source of: beta-carotene, vitamin C, folate, isoflavones. ●

Tofu Burgers from the Silverowl's Den

Prep Time: 40 Minutes

Cook Time: 15 Minutes

Ready in: 72 Hours

1 (12 ounce) package firm tofu
2 teaspoons vegetable oil
1 small onion, chopped 1 celery, chopped
1 egg, beaten 1/4 cup shredded Cheddar cheese salt and
pepper to taste
1/2 cup vegetable oil for frying

1. Place tofu in freezer 72 hours ahead of time. To thaw, fill a large saucepan with water and bring to a simmer. Leave tofu in package and place in water for about 20 minutes.
2. While tofu is thawing, heat 2 teaspoons vegetable oil in a small skillet. Saute onion and celery until soft and lightly browned. Place in a medium bowl and set aside.
3. When tofu is thawed, squeeze out excess water. Chop tofu finely and place in bowl with onion and celery. Mix in egg, cheese, salt and pepper until thoroughly combined.
4. Heat a large skillet over medium-high heat and pour in 1/2 cup vegetable oil (oil should be 1/4 inch deep). Drop tofu mixture into pan in 6 equal portions. Flatten with a spatula to form patties. Fry for 5 to 7 minutes on each side, until golden. ●

Every Situation is Different by Earth Bennett

THE INTERVIEWS FOR JET PROGRAM 2002 ARE NOW OVER. SEE IF YOU CAN GUESS WHERE THE WHIZ KIDS AT CLAIR WILL ASSIGN THE NEW CROPS!

WHERE WILL THESE NEW JETS BE PLACED?

CONNECT EACH JET TO THEIR ASSIGNED SCHOOL WITH A LINE. IF YOU'RE CORRECT, IT'LL MAKE A PICTURE OF SOME FOLKS' JET EXPERIENCE!

CINDY KALUHA



GOLDCOAST, OZ
LOVES SURFING,
TANNING, CROWDS
OF YOUNG PEOPLE.
MILD SEASONAL
AFFECTIVE
DISORDER.

IAN VON SMYTHE III



LONDON
ONLY CHILD.
FAVORS CHESS,
BAUDELAIRE, BACH.
EXTREMELY
SENSITIVE
ANUS.

RAIN WILLIAMS



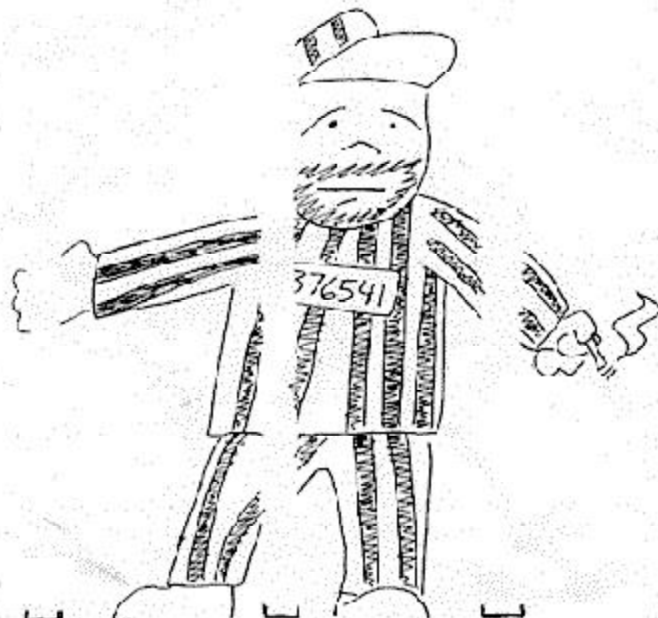
OREGON, USA
POET, MINSTREL,
WANDERER.
GROOVES ON
BEING ONE WITH
NATURE, FLOWERS,
IMAGINATION.

BOBBY GROZNIK



MANITOBA, CANADA
HAS NEVER HAD
A GIRLFRIEND.
INTERESTS INCLUDE
BRITNEY SPEARS,
INTERNET PORN, LOW-
LIGHT PHOTOGRAPHY

ETB



KOURIONI JR. HIGH
NOWHERE BETSU
NORTHEAST
HOKKAIDO

UKIUKIMONKEY
ELEMENTARY
SCHOOL
MIYAZAKI

OSAKA INDUSTRIAL
HIGH SCHOOL #471B
ARMPIT OF KANSAI-SHI
OSAKA

LITTLE ANGELS
ALL GIRLS'
JR. HIGH SCHOOL
SENDAI



MA in Advanced Japanese Studies
School of East Asian Studies (SEAS)
University of Sheffield

UK University of the Year, 2001
 The Sunday Times University Guide

The MA in Advanced Japanese Studies* is aimed at anybody with Japanese language skills equivalent to Level 2 of the Japan Foundation's Japanese Language Proficiency Test, a good first degree (which may, but need not, be in Japanese), and interested in:

- Development of high-level language skills through intensive teaching by experienced native and non-native instructors
- Introductory training in the professional skills of translating (social science, technical and literary)
- Modules providing a comprehensive understanding of Japanese society, economy and culture
- A choice of dissertation or translation project

'The School maintains a high reputation for excellence which is reflected in the high levels of graduate employment, and the academic attainment and confidence of the students'
 (HEFCE 1997)

In addition SEAS also offers a number of other MA and MSc taught courses:

MA in Japanese Language and Society*	MSc in East Asian Business
MA in Chinese Studies	MSc in East Asian Political Economy
MA in Advanced Chinese Studies	MSc in Chinese Language and Business/International Relations*
MA in Modern Korean Studies	MSc in Chinese Business and International Relations*

For more details, visit our website at
www.seas.ac.uk or contact us at:
 School of East Asian Studies (SEAS)
 University of Sheffield
 Sheffield S10 2TN, UK
 Phone: + 44 (0) 114 2228401
 Fax: + 44 (0) 114 2228432
 Email: seas@sheffield.ac.uk

* Also offered by distance learning. For more details contact the Distance Learning Centre at the same address, or e-mail: seas.dlc@sheffield.ac.uk

For those resident in Japan, please contact:
 David English House
 Email: kazumi@DavidEnglishHouse.com

AAJ June
 Issue
 Deadline:
 May 10th



ajetacrossjapan@yahoo.com
www.ajetacrossjapan.com

Tatami Timeshare

If you signed up to receive Tatami Timeshare and it has not yet been forwarded to you from your Prefectural Representatives, please contact the Tatami Times co-ordinator at:

ajet_tts@yahoo.com