

一般的な3人称代名詞に関する 現代における選択

サイモン・コール

Contemporary Choices for the Generic 3rd Person Pronoun

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ABSTRACT

Changes in the generic third person (G3PP) *he* represent a widespread and fundamental reassessment of social relationships. This paper is motivated by a desire to understand the linguistic repercussions of this social phenomenon by analyzing a corpus of written English. What follows is a journal of an attempt to determine what the contemporary choices are for this lexical notion among ELT (English Language Teaching) professionals, and establish evidence for the belief that alternatives to *he* occur frequently enough to warrant their inclusion in an EFL syllabus. The results strongly suggest that expressions inclusive of both genders are now common place.

総称的な意味を持つ三人称の「he」の用法に関する変化は、実際の社会的価値観の広範的なまた根本的な再評価を象徴している。この論文は、実際に書き言葉として用いられた英語の言語資料を分析することで、この社会的価値観の変化が言語においてどのように反映されているかを理解するという目的で書かれたものである。具体的には、現代の英語教育の専門家が、この「he」をどのよ

うに取り扱っているか、その現状を明らかにしようとしたものである。同時に、「he」の代替となる人称名詞が実際にごく頻繁に用いられていることから、英語教育の学習過程にこれらの代替的用法を取り入れるべきだという考えを裏付ける根拠を提示している。上記の分析の結果は、両性を表す表現方法が一般的であることを強く示唆するものである。

INTRODUCTION

1. 1 Motivation.

The English language is in constant flux as fashions or technology create the need for new words. However, changes in the generic third person pronoun (G3PP) *he* - a grammar word, not a lexical word and as such difficult to change - represent a widespread and fundamental reassessment of social values. It is challenged by feminists and often replaced with a variety of alternatives (Wales, 1996). This paper is motivated by a desire to better understand the linguistic repercussions of that reassessment by analyzing a corpus of written English.

1. 2 Starting Point.

The following research project seeks to 1/ determine what the contemporary choices are for this lexical notion among ELT professionals and, 2/ establish evidence for the belief that alternatives to *he* occur frequently enough to warrant inclusion in an EFL syllabus. I define 'frequently' as 'enough' if alternatives to *he* occur at a relative frequency of 4:1 (4 *he* tokens to 1 alternative). I suspect that learners of English are rarely made aware of the socially contentious nature of the G3PP *he* (to refer to an example person of either sex) (Porreca, K. L. 1984). I doubt that many syllabuses even inform them of possible alternatives they can choose from (she, he/she, they) What follows is a journal of my attempt to pinpoint those alternatives. A generic reference is defined as "a type of

reference which is used to refer to a class of objects or things, rather than to a specific member of a class” (Richards, 1992, p 155).

1. 3 Speculation.

Alternatives to *he* that have common currency are *she*, *they* (pluralizing all agreements), *he or she*, *he/she*, *s/he*, and variations thereof. Authors may adopt one form for one piece of writing, giving reasons (for example, a paper to an ELT conference by Martin Rinvoluceri (2000) stated that, as the audience was mainly female, the generic pronoun used would be *she*). The same author may use a different form in other pieces. Still other authors may use combinations in the same paper. When is a choice being made? Each and every time a generic third person pronoun is used? Or just once if the use is consistent in a paper? The idea of choice has implications for tallying the word count, and therefore would need to be defined in a more thorough investigation. Nonetheless, I suspect the results will show that combined, alternatives to the traditional G3PP occur at a relative frequency of at least 4:1. I predict the ELT population with its substantial female presence has a greater preference for alternatives - especially *she* - than the general population.

PROCEDURE

2. 1 Defining the corpus/ Selection criteria/ Fitness for purpose.

My learners are general English students and as such the ideal corpus is the entire English language. I have chosen to limit the corpus in this exploratory study to text written by ELT professionals because 1/the profession has a varied population, is not highly specialized and is sufficiently representative of the English-speaking population in general for my purposes, 2/I plan to compare the results at a later stage with a wider corpus that includes text that learners are more likely to read, 3/learners have immediate exposure to them (which is not to

assume that teachers use the target lexical item with students the same way they do in the source text I will analyze, but that there may be a correlation) and, 4/I have ready access to substantial data.

2. 2 Size criterion.

The size of the corpus needs to be large enough to make generalizations about ELTs' choices for the generic third person pronoun and to justify further investigation of a wider corpus. 100,000 tokens are regarded as sufficient to point the way ahead (Roe, 2002).

2. 3 Sampling criterion.

The number and size of samples was difficult to settle on at first. My concern about the volume of work getting permissions led me to limit the number of samples, but I later found this concern was unfounded. Secondly, the nature of the target lexical item means a variety of authors would be essential. Although it would be easy to collect large samples from just a few authors, the results would not be very representative. Many texts do not contain references to the generic 3rd person, so I started skimming them to ensure the data would be relevant. I later abandoned this to ensure the data was a truly random collection and to save myself time. Nevertheless, in doing so, I found that in many cases I would have to look for the antecedents of the pronouns when analyzing the data. The Aston Text Analyzer (ATA, English Academic Study Group, Department of European and Modern Languages, Aston Univeristy) would facilitate this with its concordance window and with its ability to refer back to sentences, but in some cases the antecedent is one or more sentences earlier and I would need to refer to the paragraph. I would need to use ATA Mark 1 to do this.

Samples include a wide range of genres from published ELT material including

academic journals, books, magazines, newsletters, websites, newspapers and teacher training material. There are eight samples, each with a variety of authors, audiences and topics, containing at least 3,000 tokens each (see Appendix 8).

2.4 Sourcing.

I scanned books, newspapers, newsletters, course work, correspondence and articles on sharing classroom activities. I also found a lot of data on CD-ROMs and on Internet sites.

Scanning documents and converting them to ASCII text format was mainly a matter of setting up the software to run properly. After some difficulties getting the scanned documents to convert to a Microsoft Word 2002 file, there was little trouble. The scanner automatically runs OCR and with the latest software (Office XP), this works very well in preparing the file for conversion to a word processing application like Word 2002. Some errors were corrected manually using Spell Checker before converting the file to ASCII text. I choose MS-DOS to prepare the file as text for the Aston Text Analyser. I found these text files had unreadable characters (apostrophes, quotation marks, dashes). Some files I obtained from CD-ROM had carriage returns as endlines. I was able to rectify all these problems with Word's replace feature. However, I noticed that Windows 98 and Windows XP seem to handle text files differently; in 98 I had to replace characters manually, whereas XP seemed to do it for me.

2.5 File discipline.

I established an 8 character naming system for all files and catalogued the sources and word counts in Appendix 8. The first two characters '3A' mean 'Third person pronoun in Applied linguistics'. The following two identify the sample the file belongs to and the next 4 identify the source or author (refer to Appendix

8). All these files were later put into one named G3PPAL01 meaning 'Generic Third Person Pronoun in Applied Linguistics'. The main reason for separating the samples into different files was so I could go back and change them and to avoid losing everything if the file corrupted. It would also help me practice processing small amounts of data until I became more proficient with ATA. I had no intention of analyzing the samples separately to make comparisons, so eventually I combined all the files into one. When I collect a larger corpus, I will use fewer, larger files. At this stage I am being cautious to show the sources of the corpus and that is it truly varied.

2.6 Permissions.

I keep track of permission requests in Appendix 7. This became haphazard as I searched and collected material without methodically applying for permission in advance. I resolved to take a different approach in the future; 1/assess the material and determine if it is useable, 2/ request permission - giving details - and await approval, then 3/collect data. Some publishers asked me to attribute the sources. I'm not sure how much detail to go into. Should they be cited just like a list of references? That seems unnecessary given that this study is not a critical analysis of arguments put forward by the author. Therefore, I have given only general descriptions in some cases.

2.7 Hardware and software.

I have two computers that are networked as a workgroup. The main host computer is a desktop; 1.7 GHz CPU, 60 GB hard disk, DVD & CDRW drives, with Windows XP and Office XP. The other is a laptop; 500 MHz CPU, 3 GB hard disk, CD drive, with Windows 98se and Word 2002 (from Office XP). I had serious trouble getting the ATA to run properly on the desktop. Every time I tried indexing a 'run-time error 3029' appeared. I uninstalled and reinstalled the

program, with no luck. I even reinstalled the whole operating system, without any improvement. English XP OS is capable of handling non-Unicode languages such as Japanese, if selected in the advanced language options section of the control panel. Turning this off made no difference. I noticed that ATA did not appear in the other users' desktop, which is unusual, when it has been installed by the Computer Administrator. Finally, I found that ATA WOULD index a file the TUTOR sent me IF it was in the Shared Documents Folder. But it would not index any of the files I had collected on either computer.

I installed ATA on the laptop and it indexed both the tutor's file and mine. Obviously the problems stem from ATA not being designed for XP. It is not compatible with XP's multi-user and multi-language capabilities.

Because my laptop is old and slow, I tried to find a way to collect data on the desktop that would run on ATA from the desktop's Shared Documents folder. I did not succeed.

2. 8 Analytic approach.

To find all the G3PPs in my corpus, I needed to make concordances for the choices I had speculated, read through the lists and identify which were G3PPs. I started with *he* (which included 'he/she, s/he, (s)he and he or she' - see Appendix 2, Table 1), then *she*, *they* and 'one', which I used in a process of elimination to find associated derivatives and derivatives that stand alone (in a sentence without *he* or *she*). (This brought me back to the notion of choice. For the sake of this study, I decided to count all instances of 3GPPs and their derivatives.)

2.9 Identifying 3GPPs.

In the first two lines of the concordance for *he* quotation marks and a citation indicate the pronoun is not generic. The fourth and fifth lines are clearly an alternative G3PP to *he*, but line 3 & 6 are doubtful, so I resorted to the sentence box in ATA Insight. The full sentence for line 3 is ‘He can direct the utterance... at the students one by one, or at the group of students, but all the students must then reply.’ These sound like instructions for a classroom activity and, given the modal verbs, it is safe to assume the pronoun is generic. However, we can’t be absolutely certain without referring to previous sentences in the original paragraph. In this case I’m willing to accept that it is a G3PP, but where I am less certain I make a note to check them in ATA Mark 1. Line 6 ‘While this is happening he can feel the music...playing itself in his stomach’ is uncertain. Line 7 in full reads, ‘He can’t write even two... lines of English correctly” is a refrain in India about! people who may have a degree but lack learning’. I decide this is G3PP because it is suspended in a ‘refrain’. I mark alternative G3PPs for easy tallying.

OBSERVATIONS

3.1 Results.

The relative frequency of third person pronouns is much lower in my corpus than in the general Cobuild listing (Appendix 1). This reflects the high lexical density expected in academic text. The relative frequencies of *he* and *she* are inverted when comparing both corpora. There are 127 instances of the type *he* and 132 instances of *she* in my corpus. This reflects the gender imbalance in the ELT population, I believe.

Of the 127 instances of *he*, 10 are G3PPs and 14 are uncertain.

There are a massive 49 instances of alternative choices. Here’s a breakdown:

28 = he/she

1 = she/he

5 = s/he

2 = (s)he

12 = he or she

1 = she or he

This is a relative frequency of 1 G3PP *he* to 5 alternative G3PPs (not taking the 14 uncertain instances into account) - strong evidence validating my suspicion that alternatives to *he* are commonplace.

Of the 132 instances of *she*, 19 are 3GPPs and 11 are uncertain (Appendix 1). Add this to the 49 above and the relative frequency changes to 1:6.9.

ATA's Word Families box indicates that there are no instances of contracted inflections of the targeted types at all. Derivatives of he and she (him, his, himself, her, hers, herself and inflected forms) that assume a generic role were found through the following steps: A concordance of 'her' filtered for *his* left of the keyword (Appendix 3), and another for 'him' left of the keyword produces the following results (Appendix 4):

21 = his/her

9 = his or her

3 = him/her

3 = him or her

Filtering *his* to the right of the keyword produced no results while 'him' produces one instance (Appendix 4).

1 = her or him

Add the total of 37 to the above and the relative frequency changes to 1:10.7. I checked through the remaining 80 instances of *his* (sorted to the right) and 100 instances of ‘her’ (sorted to the left - Appendix 5), cross-referencing with the concordances of *he* and *she* to be sure the ‘uncertain’ lines agreed. The results are as follows:

3 = his, 5 = uncertain

7 = him, 4 = uncertain

21 = her, 4 = uncertain

0 = hers

Add the total of 31 to the above and the relative frequency becomes 1:13.8

Concordances of ‘herself’ and ‘himself’ yielded the following results (Appendix 6):

4 = herself

2 = himself

1 = him/herself

2 = himself/herself

2 = himself or herself

Add the total of 11 to the above and the relative frequency changes to 1:24.8. Clearly, these early results validate my concerns, way and beyond what I had imagined. Continuing the search for alternative G3PPs would only increase this relative frequency further.

3. 4 Insights.

The results show that ELT authors appear to give consideration to the gender of their audience when writing. The ratio of *he* to *she* (including derivatives) is 1:2.1 in my corpus. This suggests that ELT authors often modify the traditional

G3PP not just to a form more inclusive of both sexes, but to a form that addresses the perceived majority sex of their audience.

The ratio of *he* and *she* G3PPs to ‘all inclusive’ alternatives is 1:1.5 (not including *they* and ‘one’, which means the ratio in favour of inclusive alternatives must be higher). Clearly these alternatives are very popular among ELTs. They may be less popular in other professions and the general population. However, there is a very strong case here for making students aware that inclusive G3PPs have now become the norm.

3. 5 Further Observations.

If I were to continue the analysis - which, given the results, is unnecessary - I would check through the 667 tokens of the type *they*. This laborious task raises many difficult issues. The sheer number of tokens would be less laborious with an effective way to filter for G3PPs. I noticed that G3PPs almost always occur in either present simple or conditional constructions or with modal verbs. However, I could not think of a way to use these observations to filter the collocation for G3PPs. Sometimes it is impossible to tell whether the author has chosen a plural generic form to avoid a singular form or to simply express a situation that is usually plural. A study that attempts to include plural G3PPs would need to state clearly the criteria upon which it tallies ambiguous plural forms. It might be possible to determine a standard value for instances that do not represent an attempt to be inclusive by finding their relative frequency in text that does not avoid traditional (*he*) G3PPs. Subtracting this value from an overall count of plural G3PPs should leave a tally of those that are ‘inclusive’ choices. Having checked the collocation for *they*, I would then need to repeat the previous processes to find independent and associated derivatives.

If I were to continue the analysis I would also need to run the corpus on ATA

Mark 1 to ascertain the status of the ‘uncertain’ entries.

Discourse analysis sometimes requires a global reading of the source that software designed for statistical analysis cannot achieve. While skimming sources I made an interesting observation. Some authors mix their choices in the one article, possibly to balance the genders. For example, they may use *he* for one example person and *she* for a different example person.

CONCLUSIONS

4. 1 Pedagogic Exploitation.

Sample text from the data could be used to illustrate inclusive alternatives to *he*. There are also many example sentences in the text that demonstrate the association of G3PPs with present simple or conditional constructions and with modal verbs for generalizations, examples, instructions and other functions. These could be exploited if adapted for activities in the classroom.

The results imply that students may need to be made aware of the sensitivities of their audience - especially when it is large - with respect to the use of the traditional *he*. It seems clear that the population at large may use alternatives often enough to justify drawing students’ attention to them and the relative popularity of each. The results also indicate that profession-specific audiences have different sensibilities and students may need to learn how to adapt their use of G3PPs in the light of what they know about them. For example, they could be taught the possible social perception of a speaker/writer who makes the utterance ‘What does a nurse do when his patient dies?’ to an audience of nurses.

4. 2 Limitations of the study.

Although the corpus is too small to make a definitive claim about alternative

choices to traditional G3PPs, the results are useful. Skimming the sources may have skewed the data towards alternatives because they tend to stand out in the text more than *he*. I could have included more genres, such as dictionaries and ETL materials. Also the unequal sample sizes may have skewed the data.

A filter that filters out the sentences one does not want would be useful for this kind of investigation. When looking for G3PP derivatives I wanted to eliminate from the list those lines I had already counted (such as ‘*his / her*’). I did this by exporting and deleting from the list before printing.

4. 3 Further Exploration.

There are many forms of potentially sexist language other than G3PPs, for example, titles, job names and expressions including ‘man’. These would involve a broader study, beyond the gamut of this one. Nonetheless, the results of this study justify further investigation of modern choices for the generic third person pronoun.

References

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- Rinvoluceri, Martin, (2000). Untitled commentary. Conference flyer. JALT International Conference.
- Roe, Peter, (2002). *Computational Linguistics*. Online module of study. School of Languages and European Studies, Aston University, Birmingham.
- Sinclair, John, (1991). *Corpus, Concordance, Collocation*. Oxford: OUP.
- Wales, K. (1996). *Personal pronouns in present-day English*. Cambridge: CUP.

APPENDIX 1 - FREQUENCY LIST EXTRACT

Freq	Rel Frq	Rel Frq	Word
137	12.84	38.95	her
137	12.84	1.22	questions
136			new
136	12.75	10.58	new
134	12.56	0.50	materials
132	12.37	17.60	only
132	12.37	41.76	she
131	12.28	20.04	like
127	11.91	89.54	he
125	11.72	9.66	good
124	11.62	11.80	get
122	11.44	13.13	because
122	11.44	26.06	no
121	11.34	3.77	help
121	11.34	0.00	lls
117	10.97	15.33	its
117	10.97	13.67	well
115	10.78	0.82	activities
115	10.78	13.28	even
110	10.31	56.11	his

APPENDIX 2 - CONCORDANCE EXTRACTS

Example lines from the unfiltered concordance for *he*. ✓ = 3GPP. / = he/she, she/he, s/he, (s)he, he or she and she or he. ? = uncertain.

1	inappropriate to argue,'	he adds, 'ethat there is	
2	to start is what	he calls (Fullan 1993:21) the first	
3		He can direct the utterance	✓
4	S/	he can also provide extra	/
5	S/	he can be checking for:	/
6	While this is happening	he can feel the music	
7		He can't write even two	✓

	part of India (s)	he comes from.	/
	response to the answer	he or she receives the	/
	in the textbooks, so	he/she may wonder what	/
	copy-editor meant 'indifferent', but	he used the word which	

First 11 lines from the unfiltered Concordance for *she*. ✓ = 3GPP

	She reckons that when she	
	She is perceived as being	
	She is also a cert	
	She reads the sentences aloud	✓
	She will then choose	✓
	She considers herself lucky to	✓
	She reports that her mistakes	✓
	She has broad experience of	✓
	She felt that having examples	✓
	She says: "I cannot see	?
	She is playing soccer now.	

APPENDIX 3 - CONCORDANCE FOR 'HER'

30 entries found in a concordance for 'her' filtered for *his* to the left of the keyword.

His /	her team members shout together
can talk about his /	her country, his / her life
young parent against his /	her own mother or father
language acquisition; and his /	her ability to initiate, to
should first change his /	her concept of "teaching" oral
his/her country, his /	her life and everything
he/she focuses his /	her attention on will be
to say from his /	her English which part of
culture differs from his /	her own, and present them
the matchbox in his /	her hand.
11 toothpicks in his /	her hand.
than 11 toothpicks into his /	her matchbox.
a teacher knows his /	her own advantages and disadvantages
a teacher meets his /	her students, he / she should
the resistance of his /	her friends (and to break
substantial amount of his /	her meagre salary and free
a reflection of his /	her own deficiencies.
And those of his /	her students, he / she is
full understanding of his /	her students' needs and interests
for filling out his /	her own sheet.
students acquainted with his /	her voice and intonation.
standing from his or	her relationship with an
might influence his or	her outlook, energy, etc.
style and his or	her usual or preferred
language at his or	her own speed.
writer develop his or	her writing.
phase in his or	her language development
above of his or	her peers, thereby 'co-operating with
all of his or	her information, as it's
on speaking his or	her native language to the

APPENDIX 4 - CONCORDANCE EXTRACTS

6 entries found in a concordance for 'her' filtered for 'him' to the left of the keyword.

Why they asked him /	her to provide the sample
speech and encouraging him /	her to "hit the road"
you feeling toward him /	her right now in this
language around him or	her to build up a
and keep him or	her on through to September
conceive of him or	her as proceeding more or

1 entry found in a concordance for 'her' filtered for 'him' to the right of the keyword.

have already taught, remind	her or him--in English--
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APPENDIX 5 - CONCORDANCE EXTRACTS

The first 10 of 80 entries found in a concordance for *his*. ✓ = 3GPP

puts the music into	his abdomen (at this point	?
Congratulate Mr Hancock on	his amusing and helpful book,	
kamishibai man would announce	his arrival in a particular	
to be rude to	his audience simply because the	✓
Is he in	his bed or in my	?
upon the handlebars of	his bicycle and listen while	
watchmaker from Dundee, gave	his big house and land	
incomprehensible to others. ² In	his book, "Our Language", Potter	
In	his book, Bolinger cites Evans	
In	his book, Potter poses the	

The first 10 of 100 entries found in a concordance for 'her'. ✓ = 3GPP

	Her monitor comes on while	
	Her books include Speaking Personally (
	Her sense of purpose derived	
into student feelings about	her teaching reveals that the	
to the group about	her Japanese personality and her	
inside TELLS her about	her mistakes, especially grammar ones,	
And in speaking about	her she points to her	
cold feeling somewhere above	her stomach and she has	
the words somewhere above	her and usually in typewritten	
of her context and	her role in it.	✓

APPENDIX 6 - CONCORDANCE EXTRACTS

12 entries found in a concordance for 'herself'. ✓ = 3GPP

lists five sentences about	herself (again, these can be	✓
Few minutes talking about	herself: her love for ethnic	
could not come by	herself.	
She considers	herself lucky to have found	✓
speaker can make him /	herself understood.	✓
A teacher himself /	herself should have as wide	✓
And the teacher himself /	herself makes great progress in	✓
Step 1 The instructor introduces	herself to the class and	✓
to establish himself or	herself as the absolute authority	✓
determine for himself or	herself); but as a rule	✓
The teacher	herself is the most important	✓
Of wrestling match with	herself, with her arms moving	

4 entries found in a concordance for 'himself', excluding those in Appendix 4.

✓ = 3GPP

drama or the Bard	himself have any place in	
Chomsky	himself famously declared that his	
are asked to do	himself.	✓
know what to do	himself without knowing anything about	✓

APPENDIX 7 - SAMPLES & FILE DATA

Books - 4,074 words.

Graves, K., ed. (1996). *Teachers as course developers*. Cambridge: CUP. Pp 2, 26-33. File: 3ABKKG01.txt 4,074 words.

NewsLetters - 35,507 words

Burden, P., (2002). A cross sectional study of attitudes and manifestations of apathy of university student towards studying English. *The Language Teacher Online* 26.03. File: 3ANLLTPB.txt 4,024 words.

Articles available online, IATEFL *Issues* online 136-164 (April 1997-May 2002).

Whitstable: IATEFL. File 3ANLIA01.txt 31,480 words.

Course Work for post-graduates - 5,400 words

Mann, S., (1998). *Methodology*. Coursework module. Birmingham: LSU, Aston University. Pp (A1) 5-13. File: 3ACWSM01.txt 1,800 words

Bloor, T., (1999?). *Text and Discourse Analysis*. Coursework module. Birmingham: LSU, Aston University. Pp (A1) 5-13. File: 3ACWTB01.txt 1,800 words

Richards, K., (1999?). *Investigating Interaction in Context*. Coursework module. Birmingham: LSU, Aston University. Pp 7.2-7.5 File: 3ACWKR01.txt 1,800 words

Letters & Correspondence - 3,218 words

Letters to the Editor, IATEFL *Issues* 161 & 167 (printed version) Whitstable: IATEFL. Letters to the Editor & Ask the Doctor, *EL Gazette* No. 270 July 2002, p. 5 File 3ALCIA01.txt 3,218 words.

NewsPapers - 5,156 words

Various reports. *EL Gazette*. (2002) Issues 268 & 270. File: 3ANPEG01.txt 5,156 words.

Academic Articles from journals - 22,019 words

Various authors, (2002). Articles and Research Papers. *The Internet TESOL*

Journal. <http://iteslj.org/>. File 3AAAIT01.txt 22,019 words.

Conference Proceedings reports - 9,825 words

Ashwell, T., Barfield, A., Cowie, N., Nix, M., & Zemach, D., (2000).
Responding to Writing: Learning from Action Research. *JALT Conference Proceedings*. CD-ROM. Tokyo: The Japan Association for Language Teaching.
File 3ACPJA01.txt 6,397 words.

Beebe, D. J., Yamashiro, A., Casanave, C. P., & Culligan, B., (2000).
Professional Pursuits: Publishing, Peers, and Power. *JALT Conference Proceedings*. CD-ROM. Tokyo: The Japan Association for Language Teaching.
File 3ACPJA02.txt 3,428 words.

Classroom Activities 18,969 words

My Share section of *The Language Teacher* Online, Issues 25. 12. 2001 through to 26.7. 2002, various authors. Permission requested.

Various authors, (2002). Teacher ideas, *The English Resource* <http://www.englishresource.com/index.html> No permissions page. File 3ACALT01.txt 7,758 words.

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APPENDIX 8 - COPYRIGHT & PERMISSIONS

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