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[Foreword]

A 'Medium to Long' Term Plan of JACET

MORIZUMI Mamoru
 President of JACET
 (J. F. Oberlin University)

Making use of this column as a forum, I would like to reiterate my sincere thanks to all the members of JACET for the success of the 48th annual convention held at Hokkai Gakuen University at the beginning of September. Thanks to the cooperation and contribution of all concerned, the conference

was a success with more than 700 participants from inside and outside Japan. In a couple of months a report detailing various outcomes will be featured in *The Special Issue Newsletter for the Convention*.

This past convention was the fifth for me as president of JACET, which means I will

soon be completing my term as the association's president. A presidential election will be held in October to November 2009, and the newly elected president will take control as of the next academic year. JACET will also be implementing a new personnel structure at its headquarters.

At the time the administration changes, it is important for us, as members, to consider what policies should be transferred and how these should be managed in the future. In preparation of this discussion, I suggested the following 'medium to long' term plan of JACET in the Tentative Board of Directors and the All Membership General Meeting held during the last convention. The plan, as follows, consists of six issues:

1. Fully Incorporated Body

In order to make JACET a fully incorporated body for public interest, it is necessary to pass yet another difficult step required of us by the government. We will oversee the running of events for the time being and later decide our stance in two or three years.

2. More Young Members

The ratio of younger to older members of JACET is not so high. We need to welcome new members, including graduate school students, into our association. By actively recruiting younger members, we will help to ensure the survival of the association with more healthy and hopeful perspective for the future.

3. Achievement Tests of Our Own

TOEIC and TOEFL are often used by universities and colleges to rate students abilities within English classes. We should be careful not to become too dependent upon them. In the future, we should develop achievement tests which reflect the educational system and culture of Japan.

4. Further Collaboration

Collaboration with related organizations and institutes, domestic and abroad, must be promoted. Already we have attempted to promote the association as a whole, or through its branches, and SIGs, but we need to expand it.

5. Development of Classroom Instruction

Due to nationwide changes in demographics, college English teachers have found themselves teaching in more difficult situations with a variety of students at different academic levels in the age of "No Competition for College Admission". To maintain a high level of quality instruction, as well as to meet the changing needs of students, we must develop classroom instruction more extensively and creatively.

6. Further Revision of Activities

Gradually, we have improved the association's activities through the usual channels every year. It is time, however, for us to revisit them on a full scale, in order to ensure that we have a memorable 50th anniversary of the organization in three years.

This 'medium to long' term plan of our

association will be continually discussed in the Meeting of the Chapter Presidents held in December and the Regular Board of Directors and General Meeting of Representative Members held in March. I welcome discussion on these and other topics, and kindly request your input on what you think about these issues.

**Interview with
Dr. Guiboek Seong
of ALAK, Korea**

Dr. Guiboek Seong, an assistant professor at Inha University, Korea, spoke about English education in Korea at the JACET 47th National Convention as a representative of ALAK (Applied Linguistics Association in Korea). She later kindly agreed to be interviewed and below is a summary of that interview:

ALAK was founded in 1978 for researchers of applied linguistics. Since then, it has developed a diverse membership, including ESL and KFL (Korean as a foreign language) practitioners. ALAK publishes *the Korean Journal of Applied Linguistics*, three times a year. This journal features articles dealing with a wide range of topics in the field of applied linguistics. Some articles are written in Korean and others in English. Recent popular topics are teaching English through English (TETE) and computer mediated

English teaching.

For the past several years, TETE has been strongly recommended by the Korean Ministry of Education. The present administration places great emphasis on developing English education nationwide and is further promoting TETE, especially at the secondary level. They have started teacher education programs which involve sending teachers to English-speaking countries such as the U.S.A., Canada and New Zealand. Teachers usually stay in those countries for one to three months.

Although recent research studies have reported findings supportive of the effects of TETE, more empirical studies are needed to more accurately determine its effectiveness. In fact, TETE poses certain challenges for many teachers and students. In Korea, high school students need to get high scores in the KSAT (Korean Scholastic Aptitude Test) to enter good universities. As KSAT is designed to test listening and reading abilities, students and parents expect high school English education to focus exclusively on reading, grammar and vocabulary. As a result, communication-oriented teaching methods, like TETE, are not always well-received.

Most Koreans are against introducing English as an official language or implementing nationwide immersion programs, as they feel that the Korean language is very important for their national identity. But it is also acknowledged that people with a good command of English are

more likely to get better jobs and make higher incomes than who do not. Studying overseas, in countries like the U.S.A. and Australia has become a popular option for young Koreans.

In Korea, many colleges insist on language and computer proficiency as prerequisites for graduation. At Inha University, for example, students majoring in English need a score of at least 800 on the TOEIC test in order to graduate.

It seems as though Korea is several years ahead of Japan in the area of English education. English has been a regular subject at the elementary level for more than ten years in Korea, while in Japan it is still under discussion. In addition, teaching English through English has been strongly recommended at the secondary level for the past several years in Korea, while the Japanese education ministry has recently recommended it. Japanese people are interested in the efficiency of the Korea's English education system and will take this into consideration in the planning of English education in Japan.



‘Dr. Seong in the middle’
(Reported by Naoko Osuka, editor)

**Classroom Practice in English
Classes Based on Hiroshima
University’s “Campus Ubiquitous
Project”**
Kazumichi Enokida
Hiroshima University

Since 2005, a project team of four English teachers (Takamichi Isoda, Hiroaki Maeda, Kenji Tagashira and Kazumichi Enokida) at the Institute for Foreign Language Research and Education, Hiroshima University, has been actively involved in improving three first year English classes for the University’s Faculty of Economics. The project was based on and developed from Hiroshima University’s campus-wide project called “Campus Ubiquitous Project.” In this article, I am going to look back on the four-year history of the project and review its results.

1. “Campus Ubiquitous Project” and English Classes

“Campus Ubiquitous Project” aims to provide students and faculty in Hiroshima University with access to an information network available anytime, anywhere. The Project has made it possible for students to study and research using the wireless network available around the campus. It has also enabled English teachers to incorporate e-learning and

CALL outside the classroom.

Our team, all of whom are familiar with using CALL and ICT in English classes, set up the following principles:

- (1) Using CALL and ICT in and outside the classroom
- (2) Unifying the textbook, homework, quizzes and tests
- (3) Three teachers teaching the same group of students for two terms
- (4) Improving students' English abilities through (1), (2), and (3)

We chose the Faculty of Economics because it was an ideal model case. The proportion of males and females and the mean TOEIC score in the faculty are close to those of Hiroshima University's first year student population as a whole. In addition, there are about 150 first-year students in the faculty, so they can be divided into three 50-student classes, which are easy to handle for our team of four.

2. The Classroom Practice Details

Now let us look at the details of how CALL and ICT are used in and outside the classroom.

(1) Web Based Training materials

We decided to use CALL rooms to help the student become familiar with using PCs and Internet to study English regularly. For this purpose, we prepared the following four Web Based Training (WBT) authoring systems: VP System, KD System, Satto Sentaku, and Satto Eisaku. Along with the

materials available on these systems, we also tried two well-known WBT learning resources, "ALC Net Academy" and "Gyuto-e".



Figure 1 VP System



Figure 2 KD System

VP System (Figure 1) is an online vocabulary-building system which was originally developed for Hiroshima University's Multimedia English Course. In the system, students can learn 100 words and phrases in each chapter made up of 16 units: 10 units for the introduction of the new vocabulary, 5 units for practicing the terms, and the last unit as the review test. Students can't proceed to the next chapter until they pass the test with a minimum of

80%. To help the students learn vocabulary efficiently, I made the tasks as simple as possible. The students were only required to move the cursor using a mouse over the words to check their meanings, and to click on them for the pronunciations, and to drag and drop words in each review activity and test.

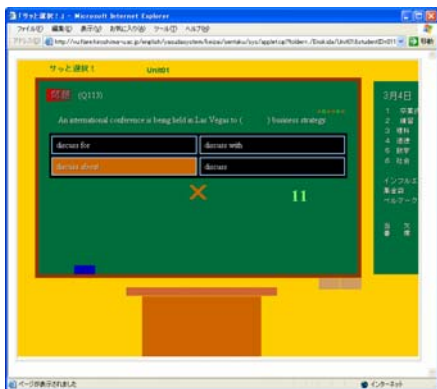


Figure 3 Satto Sentaku



Figure 4 Satto Eisaku

KD System (Figure 2), Satto Sentaku (Figure 3), and Satto Eisaku (Figure 4) are parts of the YASUDA SYSTEM, an integrated WBT authoring system

developed by Yasuda Women’s University in Hiroshima. With KD System, students can improve their listening skills through repeated dictation practices after which they receive prompt feedbacks which allow the students to check their answers as often as they want. Satto Sentaku is a multiple-choice practicing system in which teachers can set time limits and other restrictions. Satto Eisaku is an excellent system which can change the way English composition is taught in the classroom. It corrects students’ translations of Japanese sentences into English by allowing teachers to preset a number of acceptable or correct options.

(2) Textbooks, Homework, Quizzes, Tests and Grading

We have used a variety of textbooks focusing on a variety of topics ranging from American culture and business English to TOEIC practices. All the materials provided through the above-mentioned WBT authoring system—including vocabulary building, dictation, multiple-choice questions, and translations into English—are based on the textbooks. Some were used as classroom activities and others assigned as homework tasks.

Here I would like to focus on how we are trying to build students’ vocabulary through online homework and classroom tests. 100 words and phrases are selected from each section of the textbook. Before the class, students should have studied the

terms online, using the VP System, as homework. To check if they did, a vocabulary quiz was given every week and a review test every month. During the summer vacation, they are also expected to review the 1,200 words and phrases they learned in the first semester.

Students are graded according to their classroom performance (their quiz and test results and WBT study data) and their TOEIC scores. They take two TOEIC IP Tests each semester, and the higher score of the two is counted as part of their grades.

3. The TOEIC Results and the Students' Evaluations

I am going to look at the results of our classroom practice through the pre-test and the post-test scores, the TOEIC scores, and the students' course evaluations.

To see how much the project has contributed to students' vocabulary building, a pre-test and a post-test were given during the first and the last class of each semester. These tests cover the words and phrases to be learned in the semester. This year (2009), in my first semester class of 46 first year students, the mean score of the April pre-test was 71.5 (SD=14.9) and that of the July post-test was 95.5 (SD=5.8). The students' TOEIC scores have also increased. In last year's classes (April 2008 to January 2009) the mean score went up by about 50 points from 456.91 (SD=98.47) in May, 2008 to 508.78 (SD=105.91) in January, 2009.

Feedback shows that most students are happy with the way classes are taught. The three classes on average received higher evaluations than other sections of the same course. The vocabulary learning using VP System, and dictation using KD System received an especially high number of positive comments.

4. Conclusion

The classroom practice based on Campus Ubiquitous Project has been bearing fruit after four years of trial and error. However, there are still many problems to tackle, such as the TOEIC reading scores not improving at a satisfactory rate, or the students who don't study online on a regular basis. We continue to take full advantage of a ubiquitous English learning environment to seek ways to improve students' English abilities.

BLSP

Mitsuo Nakamura
Mayumi Okamoto
Kansai University

Starting in April, 2010, the Department of Commerce of Kansai University (DCKU) will launch a program called BLSP. This program, which stands for Business Leader Special Program, is designed to develop future business leaders with a workable

command of English.

The program offers some, at least, tentative solutions to the educational issues that have confronted us over the years. The educational goal of DCKU is "to educate future business leaders who have integrity and decency." This goal, which addresses both the ability and moral attitudes of the students, is elusive at best; the criteria by which to judge its success, or lack of it, are not easy to establish. BLSP is a bold attempt to tackle these issues.

BLSP will be comprised of three classes of students, each containing 15 third-year students. They will be selected from hopefully large numbers of students who agree with the goal of BLSP and apply to the program. A business teacher and an English-language teacher will be assigned to each group. As may be suggested by this arrangement, business and language teachers should cooperate and collaborate in all aspects of BLSP, including the creation of Business English teaching materials.

Under BLSP, the students will have to develop a high enough command of English and presentation skills to be able to present their own original business plans and discuss them at the University of Washington in Seattle. They will also have to brace yourself for this--achieve a TOEIC score of 800 or higher. We had to set up the latter goal so that we can talk about English education with the other teachers of DCKU in the same language, on the same plane.

How will we achieve these goals? We

have established such courses as "Introduction to Presentation" and "English Communication," among other things. Admittedly, "English Communication" may be a broad subject area, but it allows us to make changes to the course as we proceed; after all, the program has yet to be launched.

Among these courses, "Introduction to Presentation" is a centerpiece. Its syllabus reads in part: "In this course, students will learn the key skills of self-presentation. Self-presentation goes beyond mere speech-making to include any presentation in front of a group of people, such as telling a story, taking a job interview, or teaching a class. The skills taught will center on preparing a presentation and then delivering it. Preparing skills include choosing a good topic, writing it in a conversational style, supporting it with data or visuals, and so on. Students will be expected to write about one presentation a month, practice them at home, and deliver them in class. Some will be video-recorded for analysis."



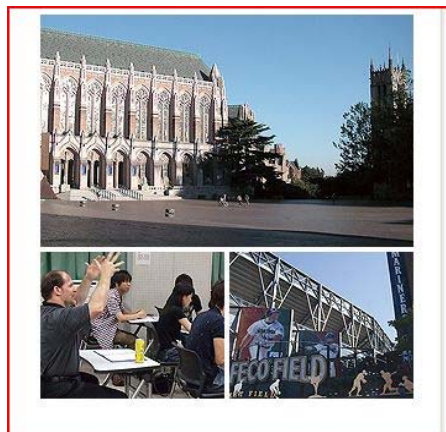
The TOEIC score of 800 will be achieved only by exposing the students to English, extensively, outside of class. In order to increase their intake of English, we

are constructing a website from which the students can download listening, grammar, and reading materials to study on their own. Each of the students will be assigned an iPod and required to listen to English during their trips to and from the university. We are also planning to write a textbook, which aims to meet the specific needs of the BLSF students.

In addition, the language teachers will select and make up a list of vocabulary items so that the students can make business presentations at University of Washington. For this purpose, we will computer-analyze textbooks recommended by business teachers, identifying a list of words that is characteristic of Business English.

Having said all of this, we cannot be certain that we will make a success of this program. We are yet to meet our first crop of students; we are yet to prove anything for that matter. The coming collaboration with business teachers and the creation of e-learning methods, together with the possibility of our students' presenting at the University of Washington, are both daunting and enthralling.

We can only hope that we will be equal to this challenging and rewarding task.



My Class

Nobuyuki Hino
Osaka University

Integrated Practice in Teaching English as an International Language (IPTEIL) -With real-time news around the world -

1. Background

The classes discussed in the present article are general English courses for first and second year students with various majors at Osaka University. They are semester courses, usually with 40 to 50 students, meeting once a week for 90 minutes. For English classes at this university, it is basically up to each teacher to decide materials and methods.

2. Participating in the Community of EIL users

It is my policy to employ authentic

materials for my teaching. In these classes at CALL rooms connected with the Internet, I use English news media around the world real-time, combined with videos of satellite TV English news that I record early in the morning of each day. This is a form of content-based approach, whereby the students watch, read, and talk about the news in English.

As I believe in the concept of English as an International Language (EIL) (Smith 1976), or de-Anglo-Americanization of English, I make use of various news media with a diversity of cultural backgrounds as teaching materials. In addition to popular Anglo-American media such as *CNN* and *BBC*, the television news programs that we watch in class include *Channel NewsAsia* (Singapore), *ATV* (Hong Kong), and *ABS-CBN* (Philippines), which expose the students to varieties of English. Some examples of the Internet news media that we read in class are *Al Jazeera* (Qatar), *The Jerusalem Post* (Israel), *Tehran Times* (Iran), *The Korea Herald* (Korea), *People's Daily* (China), *Bangkok Post* (Thailand), *Dawn* (Pakistan), *The Times of India* (India), among many others, which provide the students with access to a diversity of cultural values.

In class, I make a point of dealing with real-time news rather than news of the past. It would be unusual, in our real life, to read news from the previous day. It is my intention to put my classes in the real community of English users instead of

viewing them as places for mere simulation. English users all over the world are watching, reading, and talking about the same news at the same time as my classes. In other words, drawing on a constructivist notion known as Legitimate Peripheral Participation (Lave and Wenger 1991), I invite my students to participate in the community of EIL users.

3. Teaching Procedure

I refer to this method of teaching as the Integrated Practice in Teaching English as an International Language (IPTEIL), as it embodies my intention to integrate multiple pedagogical concepts in the teaching of English for international communication. A typical procedure for IPTEIL is as follows.

- STEP1: Watching the TV news videotaped on the morning of the day of the class
- STEP2: Q&A in English on the basic content of the news
- STEP3: Reading the same news on the TV station's website
- STEP4: Q&A in English on more detailed content of the news
- STEP5: Reading various news media on the same news topic, and comparing them from cross-cultural perspectives through Q&A in English
- STEP6: Asking the students to express their opinions on the news in spoken English

As can be imagined, in order to prepare for a 1st period class, the teacher has to get up rather early. The teacher's preparation for IPTEIL classes is always a race against time, which is admittedly one of the difficult factors with this method.

4. Developing Media Literacy for Critical Thinking

One of the goals of IPTEIL is to develop Media Literacy for Critical Thinking, two of the key concepts in higher education today, in conjunction with the teaching of EIL.



Here is a recent example from a class in 2009. India halted its diplomatic ties with Pakistan when Mumbai was attacked by terrorists based in Pakistan in November 2008. Leaders of the two governments finally met in July 2009, but the newspapers in each country presented very different interpretations of the results of the meeting. Below are the excerpts from *Dawn* (Pakistan) and *The Times of India* (India).

In a major retreat from its hard-line position on resumption of peace talks, India on Thursday agreed to de-link 'Composite Dialogue' from action

against terrorism and hold talks with Pakistan on all outstanding issues. (*Dawn*, July 17, 2009)

In brief, this Pakistani media is reporting that the Indian government is now willing to shelve the terrorist problem and to resume talks with the Pakistan government.

He told journalists, "The composite dialogue process cannot resume unless and until terrorist acts, like the one which shook Mumbai, are properly accounted for and perpetrators of these heinous crimes are brought to book." (*The Times of India*, July 17, 2009)

In this paragraph, "he" refers to the Indian Prime Minister. This Indian newspaper tells us that their government has no intention of reopening the dialogue with the Pakistan government unless the terrorists are caught and punished. In other words, these two newspapers present highly contrastive viewpoints regarding the same event.

Comparing news articles like these helps the students develop their media literacy, or the skill of examining the text in a critical manner. Critical thinking is especially important for avoiding losing oneself in the complex world of EIL, where varieties of cultural values are intertwined.

5. Conclusions

I believe that we teachers need to make constant efforts to improve our classroom practice through reflective teaching. Receiving objective feedback from classroom observers is an integral part of

such reflective practice. In addition to welcoming individual classroom observers, I have had major open classes at least once a year for the past six years, attended by junior and senior high school teachers, university professors, and graduate students. I have accepted a total of over 300 class observers, who kindly offered me their valuable comments on my teaching. A photograph attached to this article shows one of my open classes.

It is my wish to continue to revise my methods of teaching so that they will best serve the needs of my students.



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Acknowledgments

My research on this method of teaching is partially funded by the Japan Society for the Promotion of Science, Grants-in-Aid for Scientific Research (C) 20520548, 2008-2010. I am grateful to my university for encouraging me to continue with this classroom practice by kindly giving me the “Osaka University Award for Outstanding Contributions to General Education” as many as eight times since 2003. I am also thankful to my TAs for their support in my classes.

SIG Introduction

Research on Foreign
Language Education Abroad

Chair: Toshiaki Kawahara
Kyoto Koka Women's University

SIG (Research on Foreign Language Education Abroad) is concerned with studying language-education systems overseas not only for English but also other languages. Our research basically covers the pre-primary, primary, secondary and tertiary levels of education.

Our group consists of about 30 members, mainly educators, who teach foreign languages at universities, high schools and junior high schools. We welcome anyone who is interested in our research. Our activities fall into three

categories: (1) presentations to the study group, (2) presentations at the national or regional JACET conventions, (3) various publications.

First, regular meetings of the study group are held 5 or 6 times a year. Either members or invited lecturers make presentations on a variety of topics and exchange the latest research and ideas. We anticipate many presentations that are informative and instructive. We invite reports on the actual experiences of foreign language educators in elementary, junior high, high schools, and universities both in Japan and overseas.

Our current theme “Teacher-training systems abroad” may offer information to enhance ongoing Japanese reforms, like the renewal of teacher qualifications. Therefore, in the year 2009, presentations on teacher training in Korea, the Philippines, Cyprus and Cambodia have been given at the study meeting. The following is a brief summary of these presentations.

The presentation on Korea described a 2008 study that analyzed the question, “What makes an excellent English teacher?” The presenter also analyzed research concerning quality and evaluation of the English teacher from the Korean Institute of Curriculum and Evaluation (KICE) and The Korean Association of Teachers of English (KATE).

In the presentation on the Philippines, Cambodia and Cyprus, the respective general education systems were first

described, and then the distinguishing features of each country's system were presented. In the Philippines there is a long period (more than 6 months) of practice teaching and a lot of in-service teacher training. In Cambodia, English teacher trainees for lower secondary school do not need a bachelor's degree, and study English using the textbooks for lower secondary school. However, teacher trainees for upper secondary school complete a Bachelor of Education in TEFL and are not required to complete a special course in English because they are already sufficiently proficient in English.

In Cyprus, although the official language is standard Greek, people usually use Cyprian-Greek, which is significantly different from the standard Greek. Therefore, the basic goal of education is to have students master the official, standard Greek language.

All three of these presentations included not only literature reviews, but also reports based on interviews with the educators and administrators in these countries.

Second, the research group's activity includes presentations at national or regional JACET conventions. This year the group has several plans to present, but, the details are as yet undecided.

The third activity of the research group is publishing research. For several years we studied language teaching policies in other countries. The results of this research is available in the book *Language*

Teaching Policy in the 21st Century (Sekai no Gaikokugo Seisaku : Nihon no Gaikokugo Kyouiku no Saikouchiku ni Mukete in Japanese), Toshindo Publishing Co., Ltd., (2004).

This book is divided into two main parts. The first part describes the language teaching policies of 6 countries in East Asia including Japan. The second part deals with language teaching policies of 8 Western countries. In total, 14 countries are mentioned: Japan, Korea, China, Hong Kong, Taiwan, Malaysia, Germany, Spain, Holland, England, Switzerland, Canada, the United States, and Australia.

Each chapter consists of a short background of language teaching policies, the educational system, teaching materials, and teacher training in these countries. There is also information on teacher qualifications, entrance examinations or requirements for admission to educational establishments, and finally a comment by the authors.

For the last four years we have focused our efforts on an investigation of foreign language education in the EU, including the various educational and language policies; the education systems, curricula, teacher training, teacher qualifications, educational evaluation, ongoing educational reforms, reports on actual experiences, texts or teaching materials, as well as teaching methods.

This accomplishment means that the research shall be published in book form

within the year. 21 countries' educational and language policies are dealt with in the book including France, Germany, Italy, Belgium, England, Holland, Ireland, Denmark, Finland, Spain, Greece, Poland, Marta, Estonia, Slovenia, Czech, Hungary, Austria, Portugal, Sweden, and Luxemburg.

The aim of this book is not to offer material on the foreign language education of the respective countries, but rather to introduce the peculiarities of their foreign language education policies. In the preceding book which deals with England, Germany, Spain, and Holland, the authors present more advanced research related to ongoing reform.

The book describes the debates on foreign language education in each country and compares foreign language education in Japan with that of the surveyed countries.

To conclude, the research group recommends visiting its official website, which occasionally offers its reports and other current information. <http://www.koka.ac.jp/kawahara/KaigainoGaikokugo.htm>



**Report from the JACET
Headquarters**

Secretary General:
Shigeru Sasajima
Saitama Medical University

From September 4th to 6th, the 48th Annual JACET Convention was held at Hokkai Gakuen University in Sapporo and was a great success, thanks to all the colleagues of JACET. In particular, the Hokkaido Chapter Special Event entitled “College English in Transition” was an epoch-making event. I would like to express my gratitude and thanks to everyone who participated in this convention, and I hope you all will support the next convention in Sendai.

This past summer, we had another feature event, the 37th Summer Seminar, whose theme was ‘English Grammar 1900-2000 and Politeness in English.’ This traditional event attracted many influential lecturers with a broad range of knowledge in different fields. This year Dr. Geoffrey Leech of Lancaster University and Dr. Masanori Toyota of Kansai Gaidai University were invited to the seminar. All the participants were treated to meaningful talks and discussions at Kusatsu Seminar House in Gunma from August 18th to 21st. I would also like to extend my gratitude to the organizing committee.

JACET had a general member meeting

on September 4th as well as a board meeting on September 3rd, during the Convention, where we shared ideas on the future plans of each committee. Details will be reported in the convention special edition of the JACET Newsletter.

The JACET headquarters has been working as an incorporated association for the past year. This autumn is another important period for all JACET members, because we have the presidential election in October. You will soon receive a ballot. I hope you will not forget to vote and elect a new president. The new president will be announced in December.

JACET currently has 10 committees and some ad hoc committees, and also supports 7 chapters and 43 special interest groups (SIGs). There is a regular monthly meeting at headquarters consisting of board members and committee chairs. The current featured topics are the 50th anniversary projects, such as publications and the international convention, which require more of your support. You will soon be informed of the first circular for the JACET international convention in 2011.

The JACET webpage as well as the JACET newsletter provides details of the current activities and useful information. Please visit the website at <http://www.jacet.org>.



Reports from Chapters

<Kyushu-Okinawa Chapter Report>

July 18

The 2nd Editorial Board Meeting for the *Annual Review of English Learning and Teaching* (Venue: Seinan Gakuin Univ.)

The 4th Chapter Board Meeting (Venue: Seinan Gakuin Univ.)

SIG East Asia English Education 90th Seminar (Venue: Seinan Gakuin Univ.)

Speakers: Akihiro Ito (Seinan Gakuin Univ.), Hiroshi Shimatani (Kumamoto Univ.), Ken Norizuki (Shizuoka Sangyo Univ.), Masayoshi Kinoshita (Part-time instructor, Seinan Gakuin Univ.)

Topic: Two versions of the TOEIC test: A correlation study on examinees' placement and internal construct validity

September 1

The 3rd Editorial Board Meeting for *Annual Review of English Learning and Teaching* (Venue: Seinan Gakuin Univ.)

The 5th Chapter Board Meeting (Venue: Seinan Gakuin Univ.)

September 26

SIG East Asia English Education 91st Seminar (Venue: Seinan Gakuin Univ.)

Speaker: Masayoshi Kinoshita (Part-time instructor, Seinan Gakuin Univ.)

Topic: English education in Korea: Past,

present and future

October 10

2009 Pan-Korea English Teachers Association (PKETA) International Conference (Venue: Pukyong National Univ., Korea)

Kazuhito Ishii (Fukuoka Univ.) and Hideo Hayashi (Kumamoto Gakuen Univ.) will participate in the conference.

October 17

The 6th Chapter Board Meeting

SIG East Asia English Education 92nd Seminar (Venue: Seinan Gakuin Univ.)

Speakers: Miki Diem (Part-time instructor, Kyushu Sangyo Univ.), Darcy de Lint (Kyushu Sangyo Univ.)

Topic: Study-abroad communication journals: Learner communication strategies and interlanguage pragmatics

October 24

The 2nd Kyushu-Okinawa Staff Meeting for the 50th Memorial Convention

Fall Special Lecture (Details: TBA)

November 14

The 7th Chapter Board Meeting

November 21

SIG East Asia English Education 93rd Seminar (Venue: Seinan Gakuin Univ.)

Speaker: Hidematsu Miura (Tokushima Bunri Univ.)

Topic: TBA

November 30

The Annual Review of English Learning and Teaching No. 14 to be published.

December 19

SIG East Asia English Education 94th Seminar (Venue: Seinan Gakuin Univ.)

Coordinator: Shin'ichiro Ishikawa (Kobe Univ.)

Symposium: A corpus-based study on Japanese and English: An Asian viewpoint

Official Chapter Homepage:
<http://www.n-junshin.ac.jp/jacet/>

(Toshihiro Shimizu, Kyushu Univ.)

<Kansai Chapter>

Seminars & Lectures

1. First Chapter Lecture of the 2009 Academic Year (Special Symposium by JACET SIG on Literature in Language Education)

Date: July 25, 2009

Place: Kyoto Campus Plaza

Theme: Literature and English Education

Chair: Shinji Matsumoto (Bukkyo Univ.)

Panelists: Sae Matsuda (Setsunan Univ.)

Toshiko Yoshimura (Hanazono Univ.) Maki Okumura (Kyoto Univ. of Education) Teruyo Sakamoto (Doshisha Univ.)

2. Second Chapter Lecture of the 2009 Academic Year (Special Symposium by JACET SIG on English Proficiency Indices)

Date: October 3, 2009

Place: Kobe International House

Theme: Linking Foreign Language Activities at Elementary Schools with Pre-service Teacher Training at Colleges and Universities

Panelists: Yoshitaka Tanabe (Kinki Univ.)

Nobuyuki Tsuji (Fuzoku Elementary School to the Faculty of Education, Wakayama Univ.) Masao Aikawa (Kyoto Junior College of Foreign Languages)

2009 FALL Conference

Date: November 28, 2009

Place: Kinki University

Theme: What English Teachers Can Learn from Relevant Disciplines: Cognitive Linguistics, Psycholinguistics, and Sociolinguistics

Publications

1. *The JACET-Kansai Journal* (Vol.11) was published on Mar. 20 with the following contents.

[Research Articles]

Title: Adjusting ESP to Japanese University Education

Author: Atushi Mukuhira (Osaka Institute of Technology)

Title: Identification of English Phrases and Fixed Expressions Essential for Japanese Elementary Students: The Cases of Prepositions and Wh-questions

Author: Yasunori Nishina (Kyoto Univ. of Foreign Studies), Yasuhiro Fujiwara (Graduate School, Osaka Univ.), Yui

Matusoka (Shukugawa Gakuin College)

Title: Dynamics of Learner Autonomy in Language Learning: Components and Changes

Author: Etsuko Shimo (Kinki Univ.)

Title: Local Item Dependence and Scoring Options for Sentence-level Sequencing Items

Author: Kiyomi Yoshizawa (Kansai Univ.)

[Research Notes]

Title: Towards a University Curriculum for Teacher Education in Teaching Elementary School English

Author: Nobuyuki Tsuji (Fuzoku Elementary School to the Faculty of Education, Wakayama Univ.), Masaki Makino (Kansai Univ. of Int'l Studies), Yoshitaka Tanabe (Kinki Univ.), Keiko Fioni (Mukogawa Women's Univ.), Judy Noguchi (Mukogawa Women's Univ.)

Title: Study Abroad and the Japanese University: Challenges and Opportunities for the Coming Decade

Author: Christopher D. Hammond (Kyoto Gakuen Univ.)

Title: Hutchinson and Waters — Position on ESP and general English: A Commentary —

Author: Greg Rounault (Kwansei Gakuin Univ.)

Title: EFL Homework — Assigning strategies Supported by the Perceptions of Learners and Teachers —

Author: Masayuki Takahashi (Osaka Prefectural Yamada Senior High School)

[Application Reports]

Title: Enhancing Communication Skills with Bodily-kinesthetic Intelligence in Multiple Intelligences Theory: A Case study at AICJ Junior High School

Author: Yoshihiro Nigo (Graduate School, Hiroshima Jogakuin Univ.)

Title: A Report on an Activity Intended to Improve Both Comprehension and Self-expression Ability in Communication by Using a "Quote of the Day"

Author: Etsuko Sasai (St. Andrew's Univ.)

2. *The JACET-Kansai Chapter Newsletter*, Numbers 46, 47, 48 and 49 were published in the calendar year 2009. Current and back issues of the newsletter can be accessed at <http://www.jacet-kansai.org/kako.html#kako>

Information on Chapter SIGs

The Kansai Chapter has 10 special interest groups that conduct research in a wide range of fields. For more information, please refer to the following web page: <http://www.jacet-kansai.org/kenkyukai.html>

Announcements

For further information on the Conference and all other Chapter activities, please refer

to the Kansai Chapter Website at <http://www.jacet-kansai.org/>

(Makoto Imura, Osaka Institute of Technology)

<Chubu Chapter>

The report in this issue covers the period from April to October 2009.

Executive Committee Meeting

1. April 18th at Nagoya Institute of Technology

Agenda: Report on the Central Board Meeting, annual conference planning and the newsletter

2. May 16th at Nagoya University of Foreign Studies

Agenda: Annual conference program, conference planning and the newsletter.

3. June 6th at Nagoya University of Foreign Studies

Agenda: checking the documents to be distributed at the chapter general meeting, nominating candidates for chapter president candidates, and the budget/ program for 2010

4. July 11th at Nagoya Institute of Technology

Agenda: Report on the Central Board Meeting, annual journal, newsletter, reflection on the annual conference.

5. Oct.17th at Nanzan Junior College

Agenda: to be announced

Chapter Conference 2009

Date: June 6, 2009

Place: Nagoya University of Foreign Studies
Theme: Insights into English Teaching from Global Perspectives

Keynote speech: Prof. Otani Yasuteru (Nagoya University of Foreign Studies) on proposals to address the chaotic foreign language education system in Japan.

Symposium: Prof. Morizumi Mamoru, Prof. Tanaka Harumi, Prof. Yamanaka Shuzo and Prof. Kimura Tomoyasu on the conference theme.

Presentations: 17 papers and workshops

Special Publication

On June 14th, we published a collection of 13 papers to celebrate the 25th anniversary of the chapter. The book also contains reflections from the past chapter presidents and congratulatory remarks from six chapter presidents as well as the current president and vice-presidents of the JACET, Inc.

Newsletter

The Chubu Chapter Newsletter 22 was sent out to the 350 members in July.

Upcoming Lecture

Date: Oct. 17, 2009 at Nanzan Junior College.

Lecture: Professor Nakayama Toshihiro (Tsuda College) on “Barack Hussein Obama’s view on the current world.”

(Tadashi Shiozawa (Chubu University))

< Kanto Chapter >

Board Meetings

The remaining board meetings for the year 2009 are scheduled as follows:

- 1) The 5th Meeting: September 19, 2009, 16:00 – 16:30, JACET Office
- 2) The 6th Meeting: October 17, 2009, 16:00 – 17:30, JACET Office
- 3) The 7th Meeting: November 21, 2009, 16:00 – 17:30, JACET Office

Annual Convention

The JACET-Kanto 3rd Annual Convention was held at Aoyama Gakuin University on June 21.

General Meetings

The 1st Business Meeting was held on June 21.

The 2nd Business Meeting will be held in December.

Details of the 2nd Business Meeting will be announced on the JACET Kanto Chapter website.

Monthly Meeting

The monthly meeting was held on July 18.

The speaker was Prof. Yoshinori Watanabe, Sophia University, who spoke about *innovation in language education through innovation in assessment: Why it fails and how to succeed.*

There will also be a monthly meeting in

December:

The speaker will be Prof. Hiroko Nishikage, Taisho University

Title: 日本語を利用した英語教育のこころみ—NHK 教育テレビ『英語が伝わる！100のツボ』より

Details will be announced on the JACET Kanto Chapter website.

<Special Meeting>

The special meeting will be held in

December:

The speaker will be Dr. Douglas Biber

The title will be announced at a later date.

Details will be announced on the JACET Kanto Chapter website.

(Norifumi Ueda, Mejiro Univ.)

< Tohoku Chapter >

Tohoku Chapter activities in 2009-2010 are as follows:

Annual Chapter General Meeting and Convention

Time and Date: 13:00 - 17:00, July 4, 2009

Place: L-Sola Sendai

Convention Theme: Learner and Teacher Development in English Language Education

The Convention was preceded by the annual chapter general meeting. The Convention consisted of two paper presentations followed by a symposium as follows:

[Paper Presentations]

- 1 Kurauchi Sanae (Aomori Public College)
 “Fostering Students’ Leadership through
 Group Activities: Am I a Good Leader?”
- 2 Kusanagi Yuka (Akita Prefectural Univ.)
 “Seeding Learner Autonomy by Montage
 Activities: A Report from a University
 English Conversation Course”

[Symposium]

Theme: Learner and Teacher Development
 in English Language Education

Chair: Kojima Hideo (Hirosaki Univ.)

Panelists: Sasajima Shigeru (Saitama
 Medical Univ.) “Teacher-Learner
 Relationship in Language Teacher
 Cognition”

Nishino Takako (Hosei Univ.) “Teacher
 Learning and Communities of Practice”

Kojima Hideo (Hirosaki Univ.)

“Autonomous Development of Learners
 and Teachers”

Executive Committee Meetings

Committee meetings were held at the Sendai
 Ichibancho Satellite Campus of Tohoku
 Institute of Technology on April 25, and at
 L-Sola Sendai on July 4, 2009.

Publication

The JACET-Tohoku Newsletter No. 35 was
 published in March, 2009.

Schedule for September 2009 - March

2010

December Regular Meeting

Date: December 5, 2009

Time: 14:00 - 17:00

Place: To be announced

Those wishing to present papers at the
 meeting are expected to submit abstracts.

Details will be announced soon.

December Executive Committee Meeting

Date: December 5, 2009

Time: 12:00 - 14:00

Place: To be announced

Publications

To be published in 2009-2010:

1 *The JACET-Tohoku Newsletter* No. 36, to
 be published in March 2010.

2 *TOHOKU TEFL* (A collection of papers
 compiled by the Tohoku Chapter) Vol. 3, to be
 published in March 2010. Papers should be
 submitted by October 31, 2009.

(Okazaki Kumiko, Miyagi National College
 of Technology)

<Hokkaido Chapter>

Lecture Meetings

On January 31, 2009, the third lecture
 meeting for 2008 was held at Hokkai
 Gakuen Univ. Akinobu Shimura
 (Asahikawa Jitsugyo Senior High School)
 received the chapter meeting’s prize for the
 best presentation. Following the award
 ceremony there were two lectures.
 Tomohisa Yamada (Hokkai Gakuen Univ.)
 presented his research entitled, “Trends in
 Studies on Beliefs in Language Education:
 From Learners’ Beliefs to Teachers’

Beliefs.” In addition, Ryuichi Yorozuya (Hokkaido Univ. of Education), Hiroki Ishizuka (Tokai Univ.), and Kaeko Nakamura (Hokkaido Institute of Technology) presented “Improving English Classes to Develop Cooperation between Elementary Schools and Junior High Schools: Analyses of Disparities in Teachers’ Views of Classes and Acquisition.”

On May 5, 2009, the first lecture meeting for 2009 was held at Hokkai Gakuen Univ. Yasushi Kawai (Hokkaido Univ.) did a presentation entitled “Classification of Data Acquisition Methods: The Case of Learner Factors.” In addition, Yoshiki Yokoyama (Hokkaido Univ. of Education) presented “Data Acquisition and Research Design with Introspective Methods: How to Conduct Research Using Think-Aloud and Stimulated Recall Methods.”

On August 1, 2009, the second lecture meeting was held after the Hokkaido chapter general meeting, in which the 2008 financial and activity report was approved. The agenda also included budgets and schedules for 2009 and 2010, and the chapter officials for 2009 and 2010. Following the general meeting there was a research presentation conducted by Hisashi Naito (Asahikawa Medical College). On behalf of the ESP Hokkaido SIG, he discussed “A Case Study on Working-Level English in Overseas Transaction by Small Businesses: Problems with Using English in

Business Meetings.”

Publications

The Research Bulletin of English Teaching, No. 6 was issued on February 27, 2009. The issue included three articles: “A Longitudinal Study on the Improvement of Speaking Performance: Through Instruction of ‘Oral Communication’ Classes” by Chiharu Egusa (Hokkaido Rishiri Senior High School); “Vocabulary Learning Strategy Use by Japanese EFL University Freshmen” by Hiroya Tanaka (Hokkaido Information Univ.); and “Cross-Curricular English Education at Elementary Schools: Teaching Methods for Developing Content Schema” by Kazuhiko Karakawa (Asahikawa Elementary and Junior High School Attached to Hokkaido Univ. of Education).

(Tomohiko Oda, Sapporo Univ.)

Report from International Relations Committee

Masao Aikawa
Kyoto Junior College of Foreign
Languages

Dr. OBARI Hiroyuki was sent as a delegate to the 2009 KATE International Conference in Seoul, Korea. Below is an abridged version of his report on two presentations together with his comments. For the detailed report, please visit the

JACET website at <http://www.jacet.org/reports.html>.

KATE International Conference 2009 Across the Borders: Content Based Instruction in the EFL Contexts

I was privileged to attend the 2009 KATE International Conference from July 3rd to 4th 2009. The 2009 KATE International Conference was well organized with about 400 attendees, including high school teachers, university professors and lecturers. There were five keynote speakers from the UK, the US, New Zealand, and Japan.

Here is a brief summary of the two keynote speeches. The first speaker was Donna Brinton from Soka University, California, USA. She stated that Content-based instruction (CBI) has its roots in both the languages across the curriculum movement and immersion education. In this talk, Donna Brinton traced the historical and geographical diffusion of CBI, discussed ways in which the approach has been adapted to local contexts, and examined its applicability to the EFL context, both in Korea and elsewhere.

The second speaker was Paul Nation from Victoria University of Wellington, New Zealand. He stipulated that Content-based instruction (CBI) may require learners to have a large vocabulary size, and also to develop the technical vocabulary of the subject areas that they

study. Native-speakers of English using technical words are likely to be operating beyond their current vocabulary knowledge. His presentation examined the ways in which vocabulary learning could be enhanced by message-focused activities, and also through deliberate learning.

About 90% of the participants were all Korean English teachers who could speak English fluently. All the presentations were given only in English except at the closing ceremony which was attended by Korean members of KATE and several invited guests. What impressed me most was that about 90% of the presenters were Ph.D. holders and gave very impressive presentations with solid qualitative and quantitative data. Now is the time when JACET has to reconsider the way we organize the National JACET Convention following the pattern of KATE in order to catch up with the recent advancement of international order and environment.

(OBARI, Hiroyuki, Aoyama Gakuin Univ.)

Editors' Note

We are most grateful to Dr. Guiboke Seong for her contribution to our newsletter. We also extend our sincere appreciation to the authors of the special articles: Prof. Kazumichi Enokida, Prof. Mitsuo Nakamura, Prof. Mayumi Okamoto, Prof. Nobuyuki Hino and Prof. Toshiaki Kawahara.

JACET News

DIIRECTOR IN CHARGE

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The Japan Association of College English
Teachers

(President: Mamoru Morizumi)

55 Yokotera-machi, Shinjuku-ku, Tokyo

162-0831

Tel (03)3268-9686 Fax (03)3268-9695
