



JACET News

社団法人 大学英語教育学会

March 2010

The Japan Association of College English Teachers

No.173

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[Foreword]

A Review of the Manifesto and Five Medium-to-Long Term Goals

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

On March 31 of this year, I will be finishing my term as president of JACET. Making use of this occasion to write for the current newsletter which is the last issue of this academic year, I would like to offer a review of the manifesto I have supported, as well as reexamining the medium-to-long

term goals which I submitted to the boards of directors and general meetings held this past June and September.

The Manifesto

The manifesto I announced when I was first inaugurated as president of JACET in

2005 focused on three points: 'Vitalization,' 'Reorganization' and 'Presentation', the last of which was replaced with 'Globalization' with emphasis on presentation and involvement overseas. Largely, this manifesto has been fulfilled as promised. The following are brief summaries of what I reported in the past newsletters.

1. Vitalization

Research and management activities have been vitalized for the past five years by encouraging younger members to work at the headquarters, and at the center of various research and management committees. Notably, more than 50 percent of the positions on the board of directors have changed from senior to junior members. This occurred by establishing a system of restricted terms of office and by implementing a mandatory retirement system for officers, including the president, vice-presidents, and directors.

2. Reorganization

JACET has been incorporated as a public interest since August 15, 2008. Incorporating our association was a major duty for the present executives under my presidency and was one of the main projects in the total reorganization of JACET. The most substantial outcome of incorporating JACET has to do with the financial aspects of the association, including budgets and accounts as well as plans for activities; these are now adequately discussed and decided in a timely manner. Personnel affairs relating to executive members are officially decided

before the new academic year begins.

3. Presentation / Globalization

From 2006 to 2008, we published the research of SIGs — the 'English Classology' (or English Classroom Instruction) Committee, the General Survey Committee, the Testing Research and Development Committee, and the ICT Study Committee. In addition, we published Volumes 1 and 10 of *A Series of Studies on English Education Vols. 1-13* in February and March this year. This publication was realized under the *JACET 50th Anniversary Publication Project*; the rest of the volumes will be published by September 2011. As for the activities overseas, we are now officially affiliated with seven associations and institutions: AILA, IATEFL, RELC (Singapore), KATE (South Korea), ETA-ROC (Taiwan), ALAK (South Korea) and MELTA (Malaysia).

The Five Medium-to-Long Term Goals

While many of the intended goals of the manifesto have been realized, there are still many things left to be done. Part of these are reflected in the following list of medium-to-long term goals which were introduced during past boards of directors' meetings, and will be discussed at the upcoming board of directors and general meeting on March 21 of this year.

1. Reinforcement of Cooperation with Related Fields and Institutions

University English education builds upon primary and secondary English education, in terms of its vertical structure. It also has a lot to do with other related fields, such as, other language education, linguistics, literature, and sociology in terms of its horizontal structure. JACET must strengthen coordination and cooperation with other fields and institutions with both these vertical and horizontal configurations.

2. Increasing Membership

Currently, JACET's membership is about 2800 (to be exact, 2791 as of January 1, 2010), which has remained constant, showing no marked increase for the past five years. Recently, however, some positive trends have been observed and the membership numbers seem to be increasing little by little. It is necessary for JACET to make a more concerted effort to increase its membership. Especially, an attempt must be made to attract more foreign and younger members who are at the beginning of their academic careers. Increasing the number of members from various nationalities and ethnicities would help make the association more international and multi-cultural. Increasing younger members in their 20s and 30s would insure that the association will continue well into the future.

3. Development of English Proficiency Tests

TOEIC and TOEFL have become more and more popular as the international standard of English proficiency tests. We need to have, however, similar tests of our

own: tests focusing on Japanese education, by Japanese researchers, for Japanese students. It would require an association of JACET's stature and renown to implement and take responsibility to promote this kind of scheme.

4. Teacher Training and Tenure System for College English Teachers

With an emphasis on academic meritocracy, and with the current demographic trend of families having fewer children, university education has been popularized: there are more and more 'weaker students' who are less motivated and who have less ability to perform at an adequate academic level. To cope with this situation, we must rethink teacher training within university education. We also find ourselves in a tough economic climate that compounds the difficulties facing university administrations. There are more and more part-time teachers in language education. We need a secure tenure system for all college English teachers.

5. Drastic Reform of Activities

JACET is involved in a number of worthwhile activities: hosting conventions and seminars, publishing journals and newsletters, promoting SIGs, and so on. We have gradually endeavored to revise these activities, but, for the occasion of the 50th anniversary of the association that will take place in 2012, a plan for drastic reform must be devised in order to survive another 50 years.

Many Thanks to All the Members of JACET

To conclude this report, let me express my heartfelt thanks to all the members of JACET for their unfailing support which allowed me to fulfill my duties in the office of the presidency for the past five years. It is my sincere hope that the new leadership under President JIMBO Hisatake, and Vice-presidents OKADA Nobuo and TERAUCHI Hajime, will develop and advance the association further with new ideas and the positive power of action.

**A Contribution
from a JALT Member**

**Jonathan Aleles
Himeji Dokkyo University**

The Japan Association for Language Teaching (JALT) has almost 3,000 members and is affiliated with JACET and other nonprofit professional organizations dedicated to the improvement of language teaching and learning. Jonathan Aleles is a member of Himeji JALT, and he has been teaching English in Japan for seven years. He has extensive experience in teaching Business English and has been teaching at the university level for the past three years.

Introduction

Learners of English often have varying

backgrounds, varying levels of communicative abilities and have had varying degrees of exposure to English. Using a differentiated instruction approach enables the teacher to be flexible while addressing the needs of learners from different backgrounds who are in one common class. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2005).

Theoretical Background

Teachers face the challenge of teaching classes in an Eikaiwa setting or Conversational English classes offered through community programs or night classes through the local universities with student bodies representing both genders, a wide range of experiential backgrounds, varying interests and learners who learn in a multitude of ways. There are many complexities in teaching a multilevel classroom consisting of students who represent vast differences in language ability, education and motivation.

Fostering and encouraging social interaction in a classroom can play a fundamental role in the overall success of the course. Using the Social Development Theory as a template for planning and instruction, the teacher can then begin to build a foundation for successful instruction. The Social Interaction Theory (Vygotsky, 1978) bases its foundation on two key

principles: the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD).

The MKO is someone with a higher foreign language ability level or one who has a better understanding of a particular concept, task, or process than the foreign language learner does. The MKO, in a foreign language classroom environment, could be the instructor, an older person, a younger person or a computer.

The ZPD, a theory based on social interaction, refers to the area or 'zone' in which a student is able to perform a task under peer guidance that otherwise the student cannot achieve alone.

According to Vygotsky, this is where learning takes place because "what the child [or learner] is able to do in collaboration today, he will be able to do independently tomorrow".

The ZPD is not a rigidly designated area with clearly defined borders but rather the place of learning activity, where learning and development are encouraged through the open-ended and interdependent nature of the learner (Wells, 1999).

How do learners benefit from these interactions? Vygotsky theorized that learners benefit from this process by incrementally improving their level of competency. This approach to incremental language proficiency is called scaffolding.

Scaffolding is a term widely associated with Vygotsky's Social Interaction Theory as

it relates to ZPD and MKO. Scaffolding is "the collaboration of both the learner and the expert operating within the learner's ZPD" (Nassaji and Swain, 2000). Through scaffolding, the teacher builds the proper mechanisms needed for English language learners to advance in a multi-level, multi-ability classroom in a setting where using differentiated instruction is the key method used for moving students to a zone where they can successfully interact, at a basic level, with the teacher as well as with their peers.

In a classroom of students with different levels of ability, the teacher must provide an atmosphere that caters to the needs of all students while maintaining a high standard where learning can take place for all members. Keeping Vygotsky's theory of ZPD in mind, lessons must be adapted constantly during any particular class to keep the comprehension level just beyond the learners' individual potential; with initial support from the instructor or MKO, the learner is then able to fulfill a specific task or goal independent of any immediate help. Using differentiated instruction, the teacher can implement successful strategies and activities to meet the diverse needs of all learners allowing "for whole group interaction, heterogeneous small group cooperative work, and individual instruction. It allows the teacher to create student centered learning experiences that focus on varied approaches to content, process and product. In addition, it provides for ongoing,

embedded, authentic assessment of students' skills, interests and learning style" (Tomlinson, 2005).

Techniques

Generally, the students the teacher will face in a typical multilevel, mixed age classroom in Japan have been accustomed and trained to learn in a specific manner since childhood. Education has focused for years around a teacher-centered approach, where the teacher disseminates knowledge to the students to be memorized, who then recite the information back to the teacher (Hausfather, 1996). Students of this nature are not used to being the center or focus of the lesson where social interaction is the foundation for the course using differentiated instruction. The teacher may find the students are apprehensive to participate in this learning environment. According to Alptekin (1984), "various pedagogical difficulties arise from a mismatch between the host country's views and the guest teacher's pedagogical views". Keeping this notion in mind, the "typical" student will most likely feel uncomfortable at first when asked to participate in pair or group work. Harmer (1989) states "it is a good idea to familiarize students with pair work at the beginning of the course by giving them a very short task to perform. As students get used to the idea of working in pairs and groups, the teacher can extend the range of activities being offered".

A student collaboration centered

approach, will at first come as a surprise to most first time students in multi-level, mixed age class; however, with careful planning and implementation the teacher can give students a new outlook on learning English. Pair or group work is not only enjoyable but also essential in giving students the necessary amount of time to communicate within a set time barrier. According to Harmer (1989) "pair and group work immediately increases the amount of student talking time" and will give students a valuable chance to express "suggestions, hypothesis, insights, feedback, success, and failures" (Nielsen, 1989). Vygotsky's Social Development Theory (1978) asserts that, "interaction is essential to the development of individual thought"; through this kind of positive interaction, students can act as both learner and teacher further enhancing their learning experience.

Conclusion

Successful learning of English by Japanese students is to a great extent, dependent on the methods of teaching and the effectiveness of the instructor to properly implement the methods.

Differentiated instruction has proven to be a very proficient method in teaching English to Japanese students; it enables students to learn at their individual pace and level of learning ability through social interaction.

References

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tart.htm

Multi-point Distance Learning Courses at Waseda University

Michiko Nakano
Waseda University

It has become our mission in the 21st century to educate our university students as Global Citizens so that they can say their opinions in English about not only global issues but also the more immediate issue of Coexistence in Asia. It is also important for young generations to build human network in the world. How can we help our students to be able to solve real problems in the world? The easiest way is to provide discussion opportunities in their daily life by making use of Information, Communication Technology (ICT) and Multi-Point Distance Communication System. The recent technological advancement enables our students to discuss contemporary issues with oversea partners, every day, day and night, beyond the borders of space and time.

Since I reported one-to-one cyber seminars called theme-based Cross-Cultural Distance Learning programs in JACET-ICT 2008 Practice Report (2009), I will summarize the multi-point distance learning content-based courses at Waseda University.

Fig. 1 gives some examples of multi-point distance learning programs. These content courses involves scrutinizing multiple sources and perspectives: socio-cultural understanding of the concepts in Asian countries, historical perspectives in each of the countries involved, speculation about causes, consequences, and hypothetical futuristic situations. In order to take an active part in cyber discussion, the students need to evaluate alternative proposals and making and responding to hypotheses. At the same time, they need to initiate idealistic/humanistic and futuristic discourse, and give feedback on and follow-up statements and inferences by other participants. Furthermore, they are expected to relate their own contributions to the development of discourse to simulate a process of consensus-building among Asian users of English.

Since each set of circumstances we are in are bound to be different from generation to generation, it is not educationally appropriate merely to hand down our solutions to the younger generations. Each generation must find their own solutions for themselves. Furthermore, society may not always be right. The mind-set we wish to foster in the mind of our students, therefore,

includes sympathy for the weak and the poor, courage to go into the academic wilderness and the conceptual frontier in order to discover solutions for the real problems in the world, readiness to question the authority and social norms and the self-reliance to trust their experiential instincts and feelings. Younger generations must be able test themselves as precious individuals.

Joint Classes with Overseas Universities (Cyber Seminars)

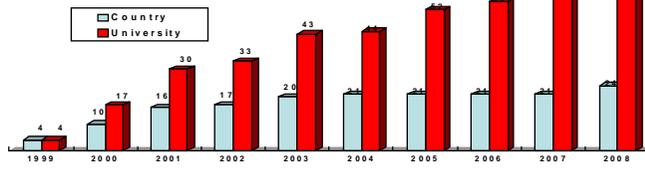
"World Englishes and Miscommunications"			
Coordinator	Participating Universities		Number of Students
Prof. Michiko Nakano	Chulalongkorn University Hong Kong Baptist University National University of Singapore Namseoul University Waseda University	De La Salle University Korea University Hannam University Wenzao Ursuline College of Languages	Fudan University University of Malaya 237 (2005 AY) 346 (2006 AY) 244 (2007 AY) 290 (2008 AY)
"Coexistence in Asia"			
Coordinator	Participating Universities		Number of Students
Prof. Toshihiko Kinoshita	Korea University Fudan University Waseda University	Thammasat University National University of Singapore	110 (2005 AY) 124 (2006 AY)
"Toward the Establishment of an East Asian Community"			
Coordinator	Participating Universities		Number of Students
Prof. Shujiro Urata	De La Salle University		70 (2006 AY) 42 (2007 AY)
"Free Trade Agreements (FTA) in East Asia"			
Coordinator	Participating Universities		Number of Students
Prof. Takashi Terada	Fudan University Thammasat University Waseda University	De La Salle University National University of Malaysia	120 (2007 AY) 111 (2008 AY)

Fig. 1 Multi-point Distance Learning Courses

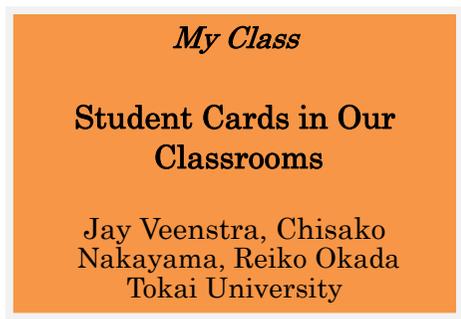
Fig. 2 indicates that the total number of students had participated in the Cyber sessions since 2001 at Waseda University.

Results of Joint Classes with Overseas Universities

Year	Country	University	Waseda	Overseas
2001	16	30	1,585	
2002	17	33	3,339	
2003	20	43	3,183	
2004	21	44	2,179	2,074
2005	21	52	2,235	1,181
2006	21	55	3,211	2,094
2007	21	78	3,379	2,999
2008	24	86	3,477	3,882



7



In 2008, Tokai University opened a new campus in Takanawa known as the School of Information and Telecommunication Engineering. In our English classes we are attempting to implement a variety of techniques that will improve the learners' educational experience. One such attempt is by using student cards. Student cards or name cards are usually a piece of paper that contains a student's name, ID number, and picture. Student cards used in our classrooms, however, have evolved well beyond the basic piece of paper that allows the teacher to put a name to a face. They have been transformed into an important document that contains pertinent information which is made visible to both the students and teachers. It is this transparency that makes the students more accountable for their actions in class, and also allows for better teacher/student communication.

Name Card Layout and Procedure

Each card is created from A5 colored paper. On the front of the card there is a place for the student's name, ID number,

and a small picture. There is also a large space labeled '*Teacher's Comments*' which allows for teachers to write down anything that they may deem important, and finally there is a small area on the card that says '*Your Comments*', that allows for student feedback. The back of the card contains sections for absences, arriving late for class, and incomplete homework.

At the beginning of every class the students pick up their individual cards and then return them to the teacher at the end of class. This provides the teacher with the opportunity to write on the cards during or after the class, and allows students to see what was written.

Student Accountability

Perhaps the most important role of the cards is to make students aware of their actions in the classroom and make them accountable. The attendance section located on the back of the cards keeps a record of exactly how many times a student has been late or away from class. Our university has an attendance policy whereby students are required to attend a specific number of classes or risk failing the class. Unfortunately, there are the lackadaisical students who regularly come to class late or miss classes, but are shocked when they fail the course due to a lack of attendance. Sometimes these students will even question the validity of the grade, as the teacher is usually the only person who keeps track of attendance. With student

cards, both the teacher and the student know exactly when the student has arrived in class and how many times the learner has been in the class. This places all the responsibility onto the students and surprises can be eliminated.

It is also the responsibility of the students to complete their homework. This of course does not always happen and those that do not complete the required extra work will often fall behind the rest of the class. The student cards ensure that students do not continually neglect the homework requirements as the homework section of the cards clearly indicates whether or not the learner has completed the assignments. If students are reminded that there is often a direct correlation between the amount of homework done and the final grade, students have no one to blame but themselves for their final grade.

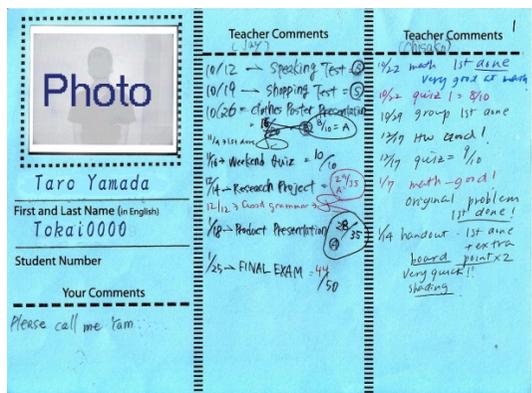
Teacher-Student Relations

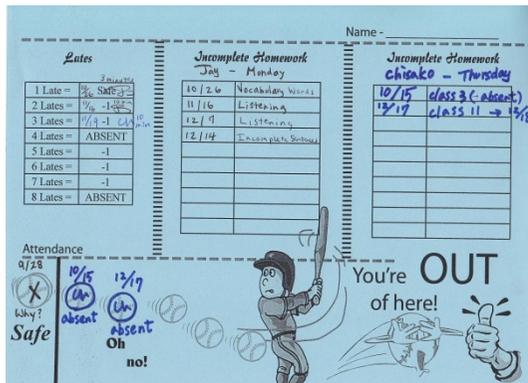
The student cards in our classrooms also play an important part in teacher-student relations. The attendance and homework sections allow the teacher to immediately identify if there are any punctuality or even motivation problems and can then deal with them accordingly. Instructors can inquire as to why the learners are often coming late or missing class and either remind the students of the implications of being tardy, or find a solution if there is a problem of a more serious matter. The ‘Teacher Comments’ section on the front of the cards provides

the opportunity for the teacher to give feedback directly to the students. These comments can be positive or they may be of a more stern nature, but intended to show the learners that the teacher is aware of the student’s behavior. This written feedback opens the door for students to write comments back to the teacher in the ‘Your Comments’ space, or for the teacher or student to initiate a dialogue.

Conclusion

These student cards at the Takanawa campus are now an indispensable part of our classroom because they not only help the teachers learn student names, but they provide concrete evidence of exactly what is occurring in the classroom. This has enabled students to become more responsible for their actions, while contributing to improved teacher-student relations. As this project has thus far proven to be positive, it has also been extended into team teaching situations, and has been met with the same success.





SIG Introduction

**Global Education / Education
for International Understanding**

Kazuya Asakawa
Tokai Gakuen University

The foundation of education for international understanding can be traced to the “Recommendation concerning education for international understanding, co-operation and peace education relating to human rights and fundamental freedoms” (UNESCO:1974). This initiative refers to the teaching of relevant global issues across the school curriculum.

This group aims to develop materials and methodologies to promote international understanding through the learning of English. We share our experiences, good materials and practices from time to time and conduct outreach activities such as dispatching a study tour to the Philippines. This group has a similar mode of operation to the SIG on Global Issues in Language Learning of JALT (Japan Association of Language Teachers).

We value specific materials concerning social issues that have been infused into English textbooks. These materials are frequently relevant to our own lives and reflect universal values. Recent texts of this nature include topics that focus on the environment, human rights and peace, such as the speeches of Martin Luther King, the diary of Anne Frank, the diary of Helen Keller, movies by Charlie Chaplin and so on. We gather good materials from movies and other resources developed by NGOs. Specific English media such as newspaper

articles and TV programmes are also used as teaching materials. We recognize that it is necessary to establish a balance between other types of resources developed by NGOs or those drawn from alternative media sources. This stems from our belief that media literacy education represents an important part of global education.

We hold that the participatory method of teaching is highly important and that content-based teaching should not be just teaching about content. Consequently, if the specific content of a lesson focuses on peace, then the classroom should be a peaceful place. Recent trends in the communicative approach to English teaching encourage students to use English, and emphasize that communication amongst students should be interactive. In this manner, true communication can be achieved more holistically and can deepen thinking amongst students. Since integration facilitates better communication in the learning context, then communication should be considered together with its contents, rather than with just the situation and function of the language use. Topics and contents of teaching materials are also significant issues to be designed. These issues are processed by means of communication amongst students, and with cooperation comes awareness. It is hoped that this teaching strategy will lead to collaborative advocacy and social action on the part of students.

The United Nations declared the year 2000 to be 'the international year of the culture of peace'. It is held that a world without war may prevail through the construction of a positive culture of peace. Intercultural communication to prevent conflicts among people is key to achieving this goal. We believe that promoting communication among people in the world and building solidarity for the creation of a better future is the fundamental task of English teaching. We can strengthen our ability to identify problems within communities and exchange opinions and ideas with people in the wider world through networking in the English language.

We are in the process of extending our network with NGOs and others who are working for peace. For example, Peace Boat is an active study group for young people which hires a ship to travel around the world to study global issues. The activities of NGOs inspire young people to become more active in their own lives. We believe that teachers, students and citizens must work together through English learning to facilitate positive change. There is great potential in English teaching to promote reconnection and develop international solidarity among people in the world. To work towards this goal, the perspectives offered by global education can enrich us with great inspiration.



**Report from
the JACET Headquarters**

Secretary General:
Shigeru Sasajima
Saitama Medical University

Last November the election for JACET President was held and Professor Hisatake Jimbo of Waseda University was elected as the next President of JACET. The current headquarters staff will continue, but the basic policies and future planning will not be changed.

The board of directors' meeting and the general meeting of representatives will both be held at Waseda University on March 21st, when many issues will be discussed and decided upon for the academic year 2010.

I have worked as secretary general of JACET for one year and now feel that almost all members in each

committee or chapter have worked conscientiously and diligently in their respective fields. I am concerned that I have not been able to support them sufficiently during the past year. However, I am satisfied that I have worked effectively as secretary general with the help of all concerned so far.

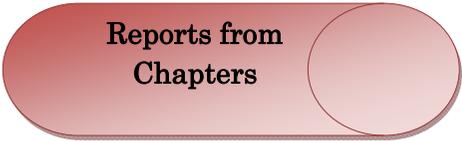
Professor Jimbo, as the new provisional President of JACET, is well-prepared to take on his duties at the JACET headquarters in 2010. I hope all of you will support him and be active members who can contribute to the development of English language teaching in higher education.

As secretary general of JACET, I would like to include in this report three important issues for JACET to address in the future. First of all, the management system, especially the relationship between the headquarters and seven chapters, should be reviewed carefully. Secondly, the relationship between events and activities, such as SIG activities and chapter events, should be reconsidered in terms of integration and synergy. Finally, it is important to reconsider our motivation for our commitment to JACET. We are all language teachers and researchers who want to share ideas with each other and enjoy teaching and research.

I hope JACET will always be a supportive organization for us.

JACET will celebrate its 50th anniversary in 2011. Thanks to President Mamoru Morizumi, JACET has been greatly improved and has a bright future. President Morizumi should be highly commended for his service to JACET.

Finally, as secretary general, I wish to announce a number of featured events coming up in the academic year 2010: A spring seminar at Waseda University in March; a general meeting of representatives at Waseda University in March and another one at Doshisha University in June; a summer seminar in August with David Newby as the invited speaker; and the annual JACET convention at Miyagi University in September. The coming year, 2010 promises to be an interesting and productive one for JACET.



**Reports from
Chapters**

<Kyushu-Okinawa Chapter Report>

January 9

13:00 – 15:00

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

15:00 – 17:40

The 7th Chapter Board Meeting

(Venue: Seinan Gakuin Univ.)

January 23

SIG East Asia English Education 95th Seminar (Venue: Seinan Gakuin Univ.)

Speaker: Takayuki Hara (Meikai Univ.)

Topic: English language education policy in Malaysia

February 20

SIG East Asia English Education 96th Seminar (Venue: Seinan Gakuin Univ.)

Speaker: Yukiko Furumura (Kyushu Univ.)

Topic: Exploring students' stereotypes of Japanese and Korean people

February 26

The 2nd Steering Committee Meeting for the Chapter Annual Conference

(Venue: Seinan Gakuin Univ.)

March 13

The 8th Chapter Board Meeting (Venue: TBA)

March 27

SIG East Asia English Education 97th Seminar (Venue: Seinan Gakuin Univ.)

"Student responses to 50-word story competition" Kouji Mizushima (Minamikyushu Jr. College)

"My English class, reading, aiming to improve students' efficient reading ability"

Yoko Oki (part-time lecturer, Kyushu-Sangyo Univ.)

April 9

The 3rd Steering Committee Meeting for the Chapter Annual Conference

(Venue: Seinan Gakuin Univ.)

April 15

Newsletter No. 26 to be published

April 17

13:00 – 15:00

The 3rd Kyushu-Okinawa Staff Meeting for the 50th Memorial Convention

15:00 – 17:00

The 1st Chapter Board Meeting
(Venue: Seinan Gakuin Univ.)

April 17

SIG East Asia English Education 98th Seminar (Venue: Seinan Gakuin Univ.)

"E-teacher scholarship program: ESP best practices offered by the U.S. State Department" Akiko Tsuda (Nakamura Gakuen Jr. College)

"Foreign language education in Indonesia" Yuli Restiani (graduate student, Kyushu Univ.)

May 15

SIG East Asia English Education 99th Seminar (Venue: Seinan Gakuin Univ.)

Speaker: TBA

May 21

The 4th Steering Committee Meeting for the Chapter Annual Conference
(Venue: Seinan Gakuin Univ.)

May 22

The 2nd Chapter Board Meeting (Venue: TBA)
Spring Special Lecture (Details: TBA)

May 31

Submission deadline for *Annual Review of English Learning and Teaching No. 15*

June 5

The 3rd Chapter Board Meeting (Venue: TBA)
Official Chapter Homepage:

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

(Toshihiro Shimizu, Kyushu Univ.)

< **Chugoku-Shikoku Chapter** >

Okayama & Tottori Research Seminar

Date: November 21, 2009

Place: Okayama University

[A] Presentations

1. "On 'the + singular' about Musical Instruments" Hideshi Takaie (Binan High)
2. "English Proficiency: An Ongoing Experiment" Laurence Dante (Shujitsu Univ.)
3. "Research on the Objectives and Teaching Materials of the Subject 'Popular Song' at Chugoku Junior College -- Setting the Objectives and Selecting Songs for Classes --" Noriaki Ohashi (Chugoku Junior Col.)
4. "A Comparison of Explanations of English Pronunciation in English Phonetics Textbooks and Transcriptions in Longman Pronunciation Dictionary" Hirofumi Tabuchi (Shujitsu Col.)

[B] Lecture

"English and I ---From Studying English to Teaching English Sounds---" Takehisa Nishiyama (Former Prof. of Shujitsu Univ.)

Announcements

For further information on all other Chapter activities, please refer to the Chugoku-Shikoku Chapter homepage at <http://ds21.cc.yamaguchi-u.ac.jp/~bld10/JACET/>

(Hidetomo Torigoe, Kagawa NCT)

<Kansai Chapter>

2009 Autumn Conference

Date: November 28, 2009

Place: Kinki University

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

(Morning Session)

[Workshop 1]

Multiple Intelligences at Work in Language Lessons

ROUAULT, Greg (Kwansei Gakuin University)

[Colloquium 1]

A Consideration of the Current Situation of the Slow Learners and the Method of Teaching for Them

Kazuhiko Maeda (Osaka Univ. of Commerce), Tetsuya Kagata (Osaka Univ. of Commerce), Kaoru Koiso (Osaka Univ. of Commerce), Shuji Tsumura (Osaka Univ. of Commerce)

[Research Paper 1]

Awareness and Interests of University Students in Engineering toward the Practical English Usage of Engineers at a Major Japanese Manufacturer

Masako Terui (Graduate School, Osaka Univ.)

[Report on Classroom Activities 1]

English Proficiency of Natural Science Majors in a Competitive University –

Observation from Classes

Arno Suzuki (Kyoto Univ.)

[Report on Classroom Activities 2]

Teaching Pronunciation to Students of Dentistry

Junichi Fujita (Osaka Dental Univ.)

(Afternoon Session)

[Poster Session 1]

Mapping Language Use in Pedagogic Activity with Dynamic Systems Theory

Mark Taylor (Hyogo Prefectural Univ.)

[Workshop 2]

Examining a Revised Writing Rubric: Aiming for Its Use in Class

Michiko Masaki (Osaka International Univ.), Yukiko Kuru (Aichi Medical Univ.), Hiroyuki Yamanishi (Kansai Gaidai Univ.)

[Colloquium 2]

Improving the English Learning Environment for Japanese Students

Alison Kitzman, (Kinki Univ.), Thomas Koch (Kinki Univ.), Kaori Nitta (Kinki Univ.)

[Research Paper 2]

A Computer Learner's Corpus-based Analysis of the Causative Verb 'make'

Satoshi Inoue (Graduate School, Kobe Univ.)

[Research Paper 3]

The Effect of the Difference in Modality on Syntactic Production by Japanese EFL Learners

Miwa Morishita (Kobe Gakuin Univ.)

[Research Paper 4]

Self-assessment System in Paragraph

Writing Classes

Miwako Tanaka (Kyoto Notre Dame Univ.)
[Research Paper 5]

Corrective Feedback and Its Effects on
Research Paper Writing and Presentation

Naomi Kamimura Backes, (Kinki Univ.) ,
Keiko Hattori (Kinki Univ.) , Julia Walhelm
(Kinki Univ.)

[Research Paper 6]

A Study of Developing Teaching
Techniques: Questionnaires for Peer
Review Sheet and Portfolio for Self
Assessment

Hiromi Murakami (Kansai Gaidai College)
[Report on Classroom Activities 3]

Introduction to the TOEIC: Motivational
Techniques and Strategies

Keiko Fioni (Mukogawa Women's Univ.)
[Report on Classroom Activities 4]

Teaching Speed Reading to Low Proficiency
Students Using the Power of Plots

Junko Sugimura (Hiroshima Institute of
Technology)

[Symposium]

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

Moderator: Hirokazu Yokokawa (Kobe
Univ.)

Panelists: Ken-ichi Seto (Osaka City
Univ.) , Nobuyuki Hino (Osaka Univ.) ,
Hirokazu Yokokawa (Kobe Univ.)

Lecture

The Third Chapter Lecture of the 2009
Academic Year will be held.

Date: March 6, 2010

Place: Kwansai Gakuin University Osaka
Umeda Campus

Lecturer: Toshiki Kumagai (Kyoto Univ.
of Foreign Studies)

Title: "ENGLISH EDUCATION IN JAPAN:
O.K. AS IS?" - Taking into Account
International Business Needs and
Standards -

Publications

1. JACET-Kansai Chapter Newsletter,
Numbers 47,48,49,50 and 51 were
published in the 2009 academic
year.
2. *JACET Kansai Journal* will be
published on March 31, 2010.

(Eiko Kawagoe,
Kobe City College of Nursing)

<Chubu Chapter>

The report in this issue covers the period
from Oct. 2009 to Jan 2010.

Executive Committee Meetings

1. The first meeting was held on Nov. 21 at
the Nagoya Institute of Technology
Agenda: Central board meeting report,
chapter president election, winter study
meeting, 2010 officers and budget
2. The second meeting was held on Dec.19
at the Nagoya Institute of Technology
Agenda: Central board meeting report,

budget report, Feb. chapter study meeting, rules for officer nomination, 2010 annual conference venue and date.

3. The third meeting was held on Jan.9 at the Nagoya Institute of Technology

Agenda: Report on the chapter presidents' meeting, nominating chapter officers, spring chapter study meeting, 2010 chapter conference program, 2010 budget and plans.

4. The fourth meeting was held on Feb. 27 at the Nagoya Institute of Technology

Agenda: TBA

Winter Chapter Study Meeting, 2009

Date: Dec. 19, 2009

Place: Nagoya Institute of Technology

Keynote speech: Prof. Jun Oshima (Shizuoka Univ.) on a study on designing English courses at the tertiary education level

Presentations: Prof. Yoko Kurahashi (Tokay Gakuen Univ.) and Prof. Hiroshi Yoshikawa (Chukyo Univ.) presented on World Englishes.

Publication

JACET Chubu Journal Vol.7 was published and sent out to members on Dec. 20th.

Newsletter

Chubu Chapter Newsletter 23 was sent out to members in December.

Upcoming Lectures and Conferences

1. Spring Chapter Study Meeting

Date: Feb. 27 at the Nagoya Institute of Technology

Lecture: Prof. Mayumi Usami (Tokyo Univ. of Foreign Studies)

2. Annual Chubu Chapter Conference

Date: June 6 at Chukyo University

(Tadashi Shiozawa, Chubu Univ.)

<Kanto Chapter Report>

Board Meeting

The board meetings for the Year 2010 are scheduled as follows:

The 8th Meeting: January 23, 2010, 16:00 – 17:00, JACET Office

The 9th Meeting: March 20, 2010, 16:00 – 17:00, JACET Office

Annual Convention

JACET-Kanto 3rd Annual Convention is to be held at Toyo Gakuen University on June 21.

Theme: “What is Expected in College English Education from a Global Perspective.”

(Details are available on the JACET-Kanto Chapter web site.)

General Meeting

The 2nd Business Meeting was held at Waseda University on December 21, 2009.

The newly elected chairperson, vice-chairperson, secretary general and vice-secretary general were announced at the 2nd Business Meeting:

Chairperson of Kanto Chapter: Nakano

Michiko (Waseda Univ.)
Vice-Chairperson: Shigeru Shibagaki
(Tokai Univ.)
Vice-Chairperson: Matsuo Kimura
(Aoyama Gakuin Univ.)
Secretary General: Norifumi Ueda
(Mejiro Univ.)
Vice-Secretary General: Yasuko
Shiozawa (Bunkyo Univ.)
Vice-Secretary General: Yoshiko Usui
(Dokkyo Univ.)
Vice-Secretary General: Yukinari
Shimoyama (Toyo Gakuen Univ.)
Details concerning new board members will
be announced on the JACET Kanto Chapter
website.

JACET – Kanto Monthly Meeting

The monthly meeting was held at
17:00-18:00 on December 19th.
Speaker : Noriko Ishihara (Hosei Univ.)
Title: Addressing Pragmatics in Language
Learning

The next monthly meeting is scheduled as
follows:

March 21st (Sat) 17:00-18:00
Presenter: Tomoko Yamakawa (Kanto
Gakuin University)
Title: 「現代ヨーロッパ市民社会にお
ける”plurilingualism 理念—日本の言語教
育への適応可能性を考える」
The details of JACET Kanto Monthly
Meetings will be announced on JACET
Kanto Branch website:
<http://www.jacet-kanto.org/monthly/index2>

009.html

(Norifumi Ueda, Mejiro Univ.)

<Tohoku Chapter Report>

Tohoku Chapter activities in 2009 - 2010
were as follows:

Annual Tohoku Chapter General Meeting and Convention

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

Place: L-Sola Sendai

Convention Theme: Learner and Teacher
Development in English Language
Education

The Annual Tohoku Chapter Convention
was held with the theme of “Learner and
Teacher Development in English Language
Education.” The Convention consisted of
two paper presentations followed by a
symposium as follows:

[Paper Presentations]

- 1 Sanae Kurauchi (Aomori Public College)
“Fostering Students’ Leadership through
Group Activities: Am I a Good Leader?”
- 2 Yuka Kusanagi (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:

Shigeru Sasajima (Saitama Medical Univ.)
“Teacher-Learner Relationship in

Language Teacher Cognition”

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

Hideo Kojima (Hirosaki Univ.) “Autonomous Development of Learners and Teachers”

December Regular Meeting

Date and Time: December 5, 2009, 15:00-17:00

Place: Miyagi University (Taiwa Campus)

The December regular meeting was held at Miyagi University on December 5. We had two paper presentations.

[Paper Presentations]

- 1 Tazuko Katsuhata (Shokei Gakuin Univ.) “Effects of visualization of learning strategies on remedial English study”
- 2 Timothy Phelan (Miyagi Univ.) “To Fit In or Stand Out: The Challenges of Being an English Teacher that Loves Japanese”

Executive Committee Meetings

Committee meetings were held on April 25, 2009 at the Sendai Ichibancho Satellite Campus of Tohoku Institute of Technology, on July 4 at L-Sola Sendai, and on December 5 at Miyagi University.

Publications

Scheduled for publication in 2009 - 2010:

- 1 *JACET-Tohoku Newsletter* No. 36, to be published in March 2010.
- 2 *TOHOKU TEFL* (A collection of papers compiled by the Tohoku Chapter) No. 3, to be published in March 2010.

Schedule for April 2010 - March 2011

Annual Chapter General Meeting

Date: July 17, 2010

Place: L-Sola Sendai

November Regular Meeting

Date: November 27, 2010

Place: L-Sola Sendai

Lecture and paper presentations are scheduled.

Those wishing to present papers at the meeting are expected to submit abstracts (100-word in English or 200-character in Japanese) by October 27, 2010. Details will be announced soon.

Executive Committee Meetings

- 1 Date: April 3, 2010
Place: L-Sola Sendai
- 2 Date: June 26, 2010
Place: Miyagi University (Taiwa Campus)
- 3 Date: July 17, 2010
Place: L-Sola Sendai
- 4 Date: August 8, 2010
Place: Miyagi University (Taiwa Campus)
- 5 Date: October 16, 2010
Place: L-Sola Sendai
- 6 Date: November 27, 2010
Place: L-Sola Sendai

Publications

Scheduled for publication in April 2010 - March 2011:

- 1 *JACET-Tohoku Newsletter* No. 37, to be published in March 2011.

(Kumiko Okazaki,
Sendai National College of Technology)

<Hokkaido Chapter Report>
New Director of Hokkaido Chapter

According to the election-by-mail in November 2009, Osamu Takai (Otaru Univ. of Commerce) was elected new director of JACET Hokkaido Chapter.

Lecture Meeting

On January 30, the third lecture meeting for 2009 was held at Hokkaido Univ. Zeff B. Bricklin (Hokkai Gakuen Univ.) gave a lecture entitled, "Pragmatics

101". Kenta Sugawara (Hokkaido Univ. Graduate School of International Media and Communication) also participated. He presented his study, "Exploring the Role of the Ideal L2 Self and Psychological Boundaries in the EFL Learning".

Publications

Research Bulletin of English Teaching, No. 7 will be issued in February 2010. Following the annual academic journal, the 23rd issue of the Chapter Newsletter will also be published online in March.

(Tomohiko Oda, Sapporo Univ.)

Editors' Note

We are most grateful to Prof. Jonathan Aleles for his contribution to our newsletter. We also extend our sincere appreciation to the authors of the special articles: Prof. Michiko Nakano, Prof. Jay Veenstra, Prof. Chisako Nakayama, Prof. Reiko Okada and Prof. Kazuya Asakawa.

JACET News

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Published March 1, 2010

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
