



# JACET News

社団法人 大学英語教育学会

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The Japan Association of College English Teachers

No.175

## Contents

Foreword (Hisatake Jimbo)

A Contribution from JASTEC

English Program (Sapporo International University)

My Class (Mitsutada Metoki)

SIG Introduction (Classroom-centered Research)

Report from Headquarters

Reports from Chapters

Call for Classroom Reports

[Foreword]

## New Beginning

Hisatake Jimbo  
President of JACET  
(Waseda University)

As new president of JACET, I asked Professors Okada Nobuo and Terauchi Hajime to become vice-presidents. Nineteen other directors of the board were also appointed including two non-JACET members. They are Mr. Takahashi Koichi (former Japanese ambassador to the Czech

Republic) and Mr. Yamaguchi Ko (Advisor, Kyodo News).

My objective is to bring the following projects to fruition.

1. JACET 50<sup>th</sup> Anniversary Publication Project

We are publishing *A Series of Studies on*

*English Education*. So far five volumes have been published and other eight volumes will be forthcoming in two and half years. We will also publish *JACET's Fifty-Year History* in 2012.

## 2. Key Events

This year the 49<sup>th</sup> JACET Annual National Convention was held at Miyagi University in Sendai, Tohoku, September 7-9. The theme was “Tomorrow’s Learners and Tomorrow’s Teachers: Autonomous Development in College English Language Learning and Teaching.” The following keynote speeches were delivered: *A New Framework of Initial Teacher Education, Professional Development, and Evaluation for Secondary EFL Teachers in Japan*. JACET President Jimbo Hisatake (Waseda University); *Autonomy in Language Learning and Teaching: Fantasy and Reality!* Dr. Barbara Sinclair (University of Nottingham); *Teacher Cognition and Teacher Autonomy*. Dr. Simon Borg (University of Leeds) and *A Socio-cultural Approach to Classroom Discourse and Teachers’ Professional Development*. Dr. Akita Kiyomi (University of Tokyo). In addition to six invited speakers, the Conference featured a wealth of presentations, symposia and workshops. Thanks to the cooperation and contribution of all concerned, the Conference was a great success with nearly 600 participants. A more detailed report of the 49<sup>th</sup> Annual Conference will be published in a special

issue of JACET News in December, 2010.

Next year the JACET 50<sup>th</sup> International Commemorative Convention will be held August 30 - September 2 at Seinan Gakuin in Fukuoka, Kyusyu. The theme of this important event will be “Challenges for Tertiary English Education: JACET’s Role in the Next Fifty Years.” The Convention will feature four keynote speakers: Dr. Koike Ikuo (Keio University, Professor Emeritus), Dr. Rod Ellis (University of Auckland, New Zealand), Dr. Peter Skehan (Chinese University of Hong Kong), and Dr. Ernesto Macaro (University of Oxford). We will also invite many other scholars from abroad.

## 3. Seminars

The 38<sup>th</sup> Summer Seminar was held in Kusatsu, Gunma Prefecture, August 22 - 25. The theme was “Theory and Practice in Communicative Language Teaching (CLT) —the role of European Language Portfolio (ELP).” Dr. David Newby (University of Graz, Austria) gave four lectures: *Competences in Language, Culture, Learning and Teaching: the Role of the Council of Europe; European Portfolio for Student Teachers of Languages (EPOSTL); Cognitive and Communicative Grammar* and *The Changing English Language*. Two invited presentations were delivered: Professor Hisamura Ken on *Adapting the EPOSTL Self-assessment Descriptors to the Japanese Educational Context* and Dr. Nagai Noriko on *Design of English*

*Curriculum for Undergraduate Students on the basis of CEFR.* Seven other presentations were also given. Forty participants fully enjoyed the Seminar.

The next Spring Seminar will be held on March 26, 2011 at Waseda University. The tentative theme is “A New Framework of English Education from Elementary to Tertiary Level.”

The 39th Summer Seminar will be held in the first or second week of August, 2011. The main lecturers will be Dr. William Grabe and Fredricka Stoller. The tentative theme is “Advanced EFL and ESP Reading.”

#### 4. Collaboration with other academic associations

JACET has been pursuing collaborative relationships with other academic associations in and out of Japan. We have invited many representatives of associate English teaching organizations to our annual conventions.

As a new initiative, we have begun to collaborate with the academic associations of other languages. The first attempt was a joint seminar with the Japan German Association and the Japan French Association on “Contextualization of Common European Framework of Reference for Languages (CEFR) in Japanese Setting” on August 20 at Waseda University. The follow-up collaborative symposium on a related topic is scheduled for March 17-18, 2011 at Waseda

University.

#### 5. Contributions

The success of the above projects depends largely on the tireless efforts of many volunteers, as well as on the financial contributions we receive. We are grateful for your continued support of JACET activities through involvement in the planning, organization and delivery of the events, and your generous monetary assistance.

**A Contribution  
from JASTEC**

**Kazuyo Yatsugi  
President of JASTEC**

In 2010, JASTEC (The Japan Association for the Study of Teaching English to Children) is celebrating its 30<sup>th</sup> anniversary. Coincidentally from April 2011, after nearly two decades of trials at public elementary schools, it was decided in 2008 that Foreign Language (English) Activities would become compulsory in the elementary school curriculum. While there are still unresolved issues to be addressed, previous initiatives and efforts in the field are now likely to attract considerable attention. JASTEC, as a study group, has been offering information on early learning in

English to the Ministry of Education, Culture, Sports, Science and Technology in recent years. Based on an original survey, we presented JASTEC Appeals in 1995 and 2004 to the Ministry of Education, Culture, Sports, Science and Technology as well as to the public, and suggested methods of implementing English classes at public elementary schools. JASTEC, valuing teachers' points of view, as they are the ones dealing with children daily, is expected to assist in making these activities meaningful in elementary school education.

On November 16, 1980, JASTEC's first Convention was held at Tezukayama University in Nara, and the late Professor Tadahisa Goto, an honorary professor at Osaka University, was elected as President. Other officers involved in the operation, namely Board of Directors, auditors and Research Planning Committee were also elected at this time.

There was a certain movement to establish JASTEC at that point, due to the increasing number of private English classes as well as elementary school children who wanted to study English. Yet, teaching contents and methods varied from place to place, and instructors were free to teach as they pleased. In that situation, there seemed to be a common awareness that appropriate guidance and advice from specialists was required.

Before any message from Japan's former Ministry of Education was delivered with regards to teaching English to children,

JASTEC started to let those who were teaching English to children know how it should be done and taught.

National conventions of JASTEC are held in June and autumn annually, and there are other conventions held by its five chapters (*Kanto-Koshinetsu, Tokai, Kansai, Chugoku-Shikoku, and Kyushu-Okinawa*) once or twice a year respectively with their own plans.

JASTEC has been an opinion leader in the area of teaching English to children, and by looking back on the kinds of themes at the center of discussions and the kinds of messages dispatched from our surveys and presentations, we are able to perceive that the concerns of administrative authorities and researchers have changed gradually with the passage of time.

In February 1992, Mr. H. Sakamoto, Chief of the Elementary and Middle Education Bureau of the former Ministry of Education, announced at an interview that they had decided to begin an investigation to introduce English education to elementary schools. That marked the point at which administrative authorities took the first action to deal with English education at elementary schools.

In 1995, when we celebrated JASTEC's 15<sup>th</sup> anniversary, a plan to publish a book was proposed. In March 1997, "*Foreign Language Education from Elementary Schools*" (Editor in chief: Professor T. Higuchi of Kinki University) was published from KENKYUSHA with the cooperation of

all official members.

JASTEC has repeated this initiative regularly on its 5-year anniversaries. In November, 2005, on the occasion of its 25<sup>th</sup> anniversary, “*English Education from now on at Elementary Schools—Theory and Practice*” (Editor in chief: Professor T. Higuchi, KENKYUSHA) was published to draw public attention to our way of thinking.

On March 28, 2008, the new “Guidelines for Learning at Elementary Schools” were announced and it was made known that “English at Elementary Schools” would be compulsory for 5<sup>th</sup> and 6<sup>th</sup> graders as Foreign Language Activities, which along with Moral Education, would be allocated 35 classes a year. Although English was not accepted as a subject on its own, it is significant that English education was properly recognized in the elementary school curriculum.

In June, 2010, at its 30<sup>th</sup> anniversary convention, “*Development of Elementary School English Education—Suggestions for Better English Activities*” (Editor in chief: Professor T. Higuchi, KENKYUSHA) was published.

The role that JASTEC should accomplish is, from a middle- and long-range planning point of view, to strive to provide a good environment to establish desirable teaching content for the leaders of the next generation, to ensure the provision of instructors, or teachers, and to make JASTEC trustworthy as an opinion leader. Knowledge obtained as a result of JASTEC’s activities over the past

30 years can have an important role in helping to ensure the success of English education at public elementary schools in Japan.

(cf. History of JASTEC, “Development of Elementary School English Education—Suggestions for Better English Activities”)

### **One Distinctive Way of Learning English: Internship in English**

**Norihito Kawana  
Sapporo  
International University**

#### **A. Background**

Sapporo International University (SIU) is located near Sapporo Dome, in Sapporo. Besides regular subjects, SIU offers a unique program: internships. Every year around 200 students participate in this program. The students can acquire credits depending on the duration of the internship; short internship (less than one month) offers two credits; intermediate internship, with a duration between one month and three months, offers eight credits; and long internship, with more than three months, offers 16 credits.

#### **B. English-based Internship**

Taking advantage of this unique curriculum,

the Department of Contemporary Cultural Studies has been developing an English-based internship where students mainly use English at work. So far the City of Portland, Oregon in the U.S., the Hokkaido International School in Sapporo, and three major international tourist companies in Niseko have raised their hands. In Oregon, for example one student had six-week internships each year in 2006, 2007, and 2008. The student stayed with a home stay family and worked with American interns at the city hall. As for the international companies such as the Niseko Company, students stayed at a company lodge with seasonal Australian staff members. They got two months of work experience.

The reason for the selection of the Niseko area for an internship is the rapid increase of foreign tourists there. The number of Australian tourists is especially impressive; in 2009 over 50% of all foreign visitors were Australians and they stayed longer than other foreigners. In addition, there are foreigner-owned international lodges in that resort area, and they are always looking for helpers during the high season.

### C. Internship Procedures

#### 1. English Level

Internship Abroad: TOEIC 600 ~ 650

Domestic Internship: Eiken Step 2 or TOEIC over 500



Our intern at work in Portland

#### 2. Participation in preparation classes

The students are given lectures and lessons so that they can learn the environment of the company or institution and develop their communication skills. This preparation usually lasts eight weeks.

#### 3. Internship Diary on the blog & Skype Communication

During the internship the students keep a diary in English. The teacher in charge, staff members, or even their friends write comments, which encourage them to keep writing more frequently and in detail. The blog data reflect this trend. The student who worked in Oregon in 2008 submitted 36 blog entries with a total of 9990 words. The blog was accessed 1099 times. Skype communication is another useful activity. SIU provides the students with a small PC with Skype software. During the internship the students talk with their advisor on campus. The video data are recorded and used as discussion material after the internship is over. Usually one talk session lasts over 30 minutes.

The following comments were recorded

by one of the advisors, Dr. Stuart Walker, after he read a blog article and talked using Skype:

“I have enjoyed our Skype conversations. I was really impressed with your March 5 comments. They are very insightful and intelligent comments. Keep up the great work. We will be seeing you soon.”

#### 4. Submitting a Report & Evaluation

Upon finishing the internship, the students write a report. It includes the nature of work, life at the home stay, and impressions of the internship program. There is also feedback from the company or institute where the interns completed their internship program. That evaluation form covers these topics: 1. Intern was able to fulfill overall responsibilities required. 2. Intern showed willingness in performing office duties. 3. Intern showed initiative in an office setting. 4. Intern demonstrated ability in learning new duties. 5. Intern demonstrated ability to cooperate with others in an office setting. 6. Intern demonstrated proficiency in speaking English. 7. Intern demonstrated proficiency in writing English. 8. Intern demonstrated proficiency in office skills. 9. Intern demonstrated behavior appropriate in the office. 10. Intern demonstrated behavior appropriate in social settings. 11. Intern demonstrated ability to get along with others in a social setting. 12. What is your overall rating of the intern. The person in charge of evaluating one of the interns overseas wrote the following comments; “She was a delight to have in the office. She

took initiative to help whenever she could and did an excellent job at each task she undertook. Anyone with her level of English skills, positive attitude, sense of integrity, and ability to take initiative and offer help would do well as an intern in this office.”

#### D. Results

All of the interns evaluated this internship very positively and realized how much they improved their English skills and changed their attitudes towards work. This can be proved by their employment after graduation. Out of the seven who did an internship, one became a cabin attendant; one a ground crew staff of a major airline company; one a tour conductor for foreign tourists; one was accepted by a major travel agency; one by a major resort hotel; and one by a major theme park in the U.S.A. The one other student decided to do a one-year internship at a research institute in America.



At the international lodge in Niseko

#### E. Ongoing Strategy

Looking at the past five years of internships, we can conclude that experience-based learning is effective. It not only fosters the

improvement of English skills, but also gives the students more realistic and solid ideas about their careers. Therefore, our department has been trying to expand the number of places that would accept our interns to meet various students' demands. If students can find their ideal work places for internship, we believe they will work positively, actively, and responsibly, giving them more maturity and independence.

### *My Class*

#### **Reflections about My Philosophy of Teaching English and Teaching Strategies**

**Mitsutada Metoki  
Tenshi College**

When I was a little boy, my mother used to take me to department stores where I could enjoy looking at fancy toys such as air guns, plastic models, model cars, model trains, model airplanes, and video games. Department stores, as you know, sell a variety of goods, some of which can easily fascinate a young boy and drive him crazy until he actually owns one. In fact, I still remember pestering my mother to buy me great toys whenever we went shopping in the department store. Unfortunately, I was not always successful in convincing my mother of the need for the toys and sometimes went home empty handed. But, still until this day I fondly remember my

attraction for department stores and spending lots of time looking at wonderful toys.

A few decades later, I am now all grown up and have become a college teacher of English. Now I spend every day with non-English major college students. Remembering the enjoyable experiences I had in childhood in department stores makes me wish I could conduct English lessons with a fascinating department store-like ambiance, where students could also romp in a playful manner through a variety of activities such as watching movies, listening to music, singing songs, reading on-line articles, or writing emails in English. My point is that the teacher cannot always be sure what kinds of learning activities attract all students effectively. Thusly, I always try to make my lessons something like department stores, in order to offer the students a variety of learning experiences. I strongly believe this department store like lesson plan can motivate and help students to achieve a level of autonomy as learners of English since it is more customized to the individual needs of the student. In particular, I think such a style is crucial for English lessons in college that only meet once a week for 90 minutes.

Just teaching interesting lessons through my department store like lesson plan does not necessarily guarantee all students effective acquisition of English. To meet the learning needs of the students for gaining quicker fluency in English, I have



implemented various ideas that I discovered helped to improve my own English skills. One of my fundamental basic ideas is to raise awareness in the students of their study goals or target level in English ability by encouraging an inductive learning process. In my lessons, students are required to work in pairs or in small group work activities to understand grammar rules, language patterns, and word meanings which I select for them to focus on in each class. In order to conduct these inductive learning sessions, various worksheets and other study materials are needed, which is a time-consuming task and honestly I sometimes find frustrating. But the payback comes during class when I see the student's happy smiling faces during the group work. At that point in the day I realize that teaching English is not just a job to me; it's more like my life's mission.

While I consider awareness-raising essential for effective teaching, I also like to stress the importance of basic communication skills. As a college teacher, I feel it is a responsibility to help the students improve the way they communicate as a person either in Japanese or in English. Part of my new drive extends from mass media reports that college graduates lack good communication skills. It would be a shame to groom a student to excel in the four basic skills in English and fail in the arts of communication, social awareness, and how to collaborate with other people. For this reason, in order to encourage better communication amongst the students during

my lessons, I utilize student pairing and group work as a teaching tool to give them more opportunities to practice their English.

In this article, I have shared some thoughts about my teaching philosophy as an English teacher. To reiterate my key point, I like to make English learning as fun and interesting as my childhood days pondering great toys in department stores, through offering a variety of learning experiences to the students entrusted to my care. Another of my key points is to encourage the students to become individual learners of English and to achieve autonomy as English learners for continued learning, even after the course has ended. Finally, I am a fierce planner of class lessons and spend my time outside of class considering how I might better teach English to my students in the future.

I have probably made it sound like teaching English is a very hard job, and some days that is true. However, for me the solution to the conundrum "to be or not to be" an English teacher is not even a question I bother to ponder upon because I simply love teaching English and look forward to a long career in the field of English education.

## **SIG Introduction**

### **Classroom-Centered Research**

Chair: Yoshiki Yokoyama  
Hokkaido University of  
Education, Sapporo

Stephen Gaies has suggested that SLA research should focus more on classroom language learning. Based on his research perspective, the Classroom-centered Research SIG has been doing research on various aspects of language teaching and learning in English classrooms. More than a decade ago, our first research project started, aiming at elucidating how English curricula were viewed by the students based on their experience at the university. A questionnaire was administered consisting of five sections: curriculum, reading skills, writing skills, speaking skills, and opinions to improve the curriculum. We collected data from 300 college students learning English in Hokkaido, and discovered their high demand to improve listening and speaking skills. We then investigated listening tests of college entrance examinations, since listening is one of the skills students thought vital in the questionnaire. Based on the criteria of communicative ability proposed by Bachman, 31 passages and their corresponding 73 questions were carefully rated and analyzed. The results clearly showed that the ratings for socio-pragmatic competence, consisting of illocutionary competence and sociolinguistic competence, were extremely low, suggesting that socio-pragmatic competence was of minimal importance in the successful completion of the listening tests.

Reflecting the task-based view of language teaching, we then focused on the nature of pedagogical tasks in high school

textbooks and ESL textbooks. The results showed that all of the tasks in high school required interaction as well as retrieval of information in order to attain the goals of the tasks. In addition, almost all of them were one-way, structured, closed, and focused. On the other hand, the tasks in the ESL course book had some variety, but most of them were two-way, less structured, and differentiated.

Finally, we took on direct investigation of classroom procedures. We employed a classroom observation tool called COLT, developed by Spada and Fröhlich, to analyze various aspects of English classrooms. We observed four classes instructed by native speakers of English, and learned that the COLT observation scheme successfully provided us with information on the differences between the instructors and the degree to which the purposes of the English program were actually reflected in the classroom activities.

We are currently investigating activities conducted in six classrooms to find out what features of class activities in a class are closely related to the students' preferences and ideas of effectiveness. In a questionnaire, students may evaluate an activity conducted in the classroom, although they rarely see common features of activities they rate preferable or effective. To closely investigate the features of actual classroom activities, we used the COLT observation scheme Part A that provides a variety of features included in an activity, i.e., the time, the frequency of

an activity, participant organization, content control, modality and materials. We hope that we will find out to what extent the students' evaluation of classroom activities reflects the actual activities identified by COLT observation scheme.

**Report from  
the JACET Headquarters**

Secretary General:  
Naoko Ozeki  
Meiji University

I would like to extend deep gratitude to those who spent a great deal of time and energy planning and organizing the 49th Annual Convention at Miyagi University. The success of that conference will pave the way for the JACET 50th Commemorative International Convention at Seinan Gakuin University, Fukuoka next year. This Commemorative International Convention will feature not only leading international ELT researchers and practitioners, but will also set up special projects that have yet to be revealed. I hope that all the members of JACET will attend this conference and celebrate the 50th anniversary of JACET together.

In addition to next year's ambitious convention, there will also be a significant event this year. We will have a presidential election in October. Whenever we have the presidential election, we are happy to

receive ballots from many members. However, since only a limited number of members participate, we would like to remind everyone that this is a unique opportunity for members to offer their opinions about JACET and would like to encourage all members to cast their ballots this year.

**Reports from  
Chapters**

**<Kyushu-Okinawa Chapter Report>**

**June 12**

11:00-13:00

15

The 1<sup>st</sup> Editorial Meeting for *Annual Review of English Learning and Teaching*

14:00-17:00

The 2<sup>nd</sup> Chapter Board Meeting

(Venue: Seinan Gakuin University)

**July 3**

The 24<sup>th</sup> Chapter Conference and General Meeting

(Venue: Seinan Gakuin University)

Conference Theme: Diversified English Proficiency Levels and College English Language Education

**July 31**

14:00-17:00

The 2<sup>nd</sup> Editorial Meeting for *Annual Review of English Learning and Teaching*

(Venue: Seinan Gakuin University)

**August 27**

14:00-17:00

The 6<sup>th</sup> Kyushu-Okinawa Staff Meeting for the 50<sup>th</sup> Memorial Convention  
(16:00-17:00 The 3<sup>rd</sup> Chapter Board Meeting)  
(Venue: Seinan Gakuin University)

### September 18

SIG East Asia English Education 101<sup>st</sup> Seminar

(Venue: Seinan Gakuin University)

“Acceptability Evaluation of ‘tough’ English sentence structures for Japanese Learners”  
Manami Ito (undergraduate student, Seinan Gakuin Univ.)

“Asymmetry of Nominatives and Accusatives for Japanese Learners in Understanding Sentence Structures”  
Akihiro Ito (Seinan Gakuin Univ.)  
(Kenichi Ito, The Univ. of Kitakyushu)

### < **Chugoku-Shikoku Chapter** >

#### **2010 Chapter Annual Meeting**

Place: Tottori Univ.

Time: July 5, 2010

(a) General Meeting

(b) Oral Presentation

[Research Paper 1]

“About the Use of Working Memory for English Dictation Practice” Hironobu Matsuoka (Yasuda Women's Univ.), Kazumichi Enokida (Hiroshima Univ.) and Jitsuko Odate (Yasuda Women's College)

[Research Paper 2] “Reading Strategies by Japanese EFL College Students: Think-aloud Protocols,” Yukiko Taki

(Matsuyama Univ.)

[Research Paper 3] “Developing an Introductory English Textbook for Technology Majors” Hideo Horibe & Junko Sugimura (Hiroshima Institute of Technology)

[Research Paper 4] “On the Use of ‘cuss’ in Roald Dahl's Fantastic Mr Fox” Hirofumi Tabuchi (Shujitsu College)

(c) Report from Oral Presentation and Performance SIG

“Report on the first SIG event of Oral Presentation and Performance (OPP) and proposals for activities this year”  
Chiaki IWAI (OPP Coordinator: Hiroshima City Univ.)

(d) Symposium

“On the English Entrance Examination -- its Present Situation and Problems to be Solved --”

Chair: Seiichi Ikadatsu (Tottori Univ.)

Panel: Keiji Nishioka (Okayama Univ. of Science), Keiroh Maeda (Hiroshima Univ.) and Noriaki Ohashi (Chugoku Junior College)

#### **Schedule for Seminars**↑

(a) Hiroshima, Yamaguchi, Shimane Seminar  
Date: September 25

Place: Yasuda Women's University

(b) Okayama, Tottori Seminar

Date: October 16

Place: Shujitsu University

(c) Shikoku Seminar

Date: November 27

Place: Matsuyama University

(Hidetomo Torigoe, Kagawa NCT)

## <Kansai Chapter>

### Spring Conference

Date: June 19, 2010

Venue: Doshisha Women's College of Liberal Arts, Imadegawa Campus

Theme: "Toward the innovation of a consistent English education system in Japan"

There were colloquia, research reports, application reports and a lecture with more than 150 participants.

### Seminars & Lectures

#### **1<sup>st</sup> Chapter Lecture of the 2010 Academic Year (Special Lecture Meeting by the Research on Foreign Language Education Abroad SIG)**

Date: July 24, 2010

Venue: Campus Plaza Kyoto

Theme: "Recent Development of Language Policy in Europe"

Chair: T. KAWAHARA (Kyoto Koka Women's Univ.)

Presenter: K. HAYASHI (Hiroshima Jogakuin Univ.)

Prof. M. SUGITANI (Kansai Univ.)

### Publications

The *JACET Kansai Chapter Newsletter*, Numbers 52, 53, and 54 have been published in the calendar year 2010. 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 SIGs (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/>.

(Yuko Ikuma, Osaka Kyoiku Univ.)

## <Chubu Chapter>

The report in this issue covers the period from April to October 2010.

### Executive Committee Meeting

1. The 1<sup>st</sup> Meeting: April 3 at Chukyo University  
Agenda: Report on the Central Board Meeting, the annual Chapter Conference program and Newsletter.
2. The 2<sup>nd</sup> Meeting: May 15 at Chukyo University  
Agenda: the Chapter Conference program, conference planning and Newsletter.
3. The 3<sup>rd</sup> Meeting: June 6 at Chukyo University  
Agenda: checking the documents to be distributed at the Chapter General Meeting, the budget/ program for 2011.
4. The 4<sup>th</sup> Meeting: July 10 at Chukyo University

Agenda: Report on the Central Board Meeting, Newsletter, reflection on the Chapter Conference.

5. The 5<sup>th</sup> Meeting: October 16 at Nanzan Junior College

Agenda: to be announced

### **Chapter Conference 2010**

Date: June 6, 2010, 10:00—16:55

Place: Chukyo University

Theme: English Education in an Age of Multiculturalism

Keynote speech: Nobuyuki Honda (Emeritus, Aoyama Gakuin Univ.) on “English across Cultures”.

Symposium: Dr. Tomoko Yashima (Kansai Univ.), Dr. Yasuhiro Shirai (Univ. of Pittsburgh), and Dr. Shin’ichiro Ishikawa (Kobe Univ.) on the conference theme.

Presentations: 12 papers and workshops

### **Newsletter**

*JACET-Chubu Newsletter 24* was sent out to the 350 members on May 10.

### **Lecture**

Date: October 16, 2010 at Nanzan Junior College

Lecture: Professor Makoto Oumi (Nanzan Junior College) on oral interpretation training.

### **Announcements**

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

Chubu Chapter Website at <http://www.jacet-chubu.org/index.html>

(Yuka Ishikawa,  
Nagoya Institute of Technology)

### **<Kanto Chapter Report>**

#### **Board Meeting**

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

The 1st Meeting: 16:00 – 17:00, April 17, 2010

The 2nd Meeting: 16:00 – 17:00, May 15, 2010

The 3<sup>rd</sup> Meeting: 16:00 – 17:00, July 17, 2010

The 4<sup>th</sup> Meeting: 16:30 – 17:00, October 16, 2010

The 5<sup>th</sup> Meeting: 16:30 – 17:30, November 20, 2010

The 6<sup>th</sup> Meeting: 16:30-17:30, January 22, 2011

The 7<sup>th</sup> Meeting: 16:30 – 17:30, February 19, 2011

The 8<sup>th</sup> Meeting: 16:30 – 17:30, March 19, 2011

#### **Annual Convention**

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

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

(The next JACET Annual Convention in 2011 is to be held at Daito Bunka University in June. Detailed information about the next

convention is to be announced on the JACET-Kanto Chapter website.)

### **General Meeting**

The 1st Business Meeting was held at Toyo Gakuen University on June 21.

The 2<sup>nd</sup> Business Meeting is to be held at Waseda University on December 18.

### **JACET—Kanto Monthly Meeting**

Monthly Meetings are to be held at 17:00-18:00 on October 16 and November 20 in Room 606, Bldg No. 16, Waseda University.

Details of JACET Kanto Monthly Meetings will be announced on the JACET Kanto-Chapter website:  
<http://www.jacet-kanto.org/monthly/index2009.html>

(Norifumi Ueda, Mejiro Univ.)

### **<Tohoku Chapter Report>**

Tohoku Chapter activities in 2010-2011 are as follows:

### **Annual Chapter General Meeting and Convention**

Date and Time: July 17, 2010, 13:00 - 14:00  
Place: Meeting Room 2, L-Sola Sendai

The annual chapter general meeting was held. The Annual Tohoku Chapter Convention was not held this year.

### **Executive Committee Meetings**

The following committee meetings were held in preparation for the 49th (2010)

Annual Convention:

1st Executive Committee Meeting  
concerning the 49th Annual Convention  
2nd JACET Award Tohoku Chapter  
Selection Committee Meeting

Date and Time: April 3, 12:00-16:00

Place: Meeting Room 6, Sendai Civic Auditorium

2nd Executive Committee Meeting  
concerning the 49th Annual Convention  
3rd JACET Award Tohoku Chapter  
Selection Committee Meeting

Date and Time: April 24, 12:00-18:00

Place: Meeting Room 7, Sendai Civic Auditorium

3rd Executive Committee Meeting  
concerning the 49th Annual Convention  
4th JACET Award Tohoku Chapter  
Selection Committee Meeting

Date and Time: July 3, 12:00-16:00

Place: Main Building Room 401, Miyagi University Taiwa Campus

4th Executive Committee Meeting  
concerning the 49th Annual Convention  
5th JACET Award Tohoku Chapter  
Selection Committee Meeting

Date and Time: July 17, 12:00-16:00

Place: Meeting Room 2, L-Sola Sendai

5th Executive Committee Meeting  
concerning the 49th Annual Convention  
6th JACET Award Tohoku Chapter

Selection Committee Meeting

Date and Time: August 8, 12:00-16:00

Place: Main Building Room 401, Miyagi University Taiwa Campus

6th Extraordinary Executive Committee Meeting concerning the 49th Annual Convention

Date and Time: August 31, 12:30 - 16:30

Place: Main Building Room 301, Miyagi University Taiwa Campus

7th Executive Committee Meeting concerning the 49th Annual Convention  
7th JACET Award Tohoku Chapter Selection Committee Meeting

Date and Time: September 6, 8:30-9:30 and 18:30-19:00

Place: Main Building Room 301 and Main Conference Room, Miyagi University Taiwa Campus

Executive Committee Meeting concerning the 49th Annual Convention

Dates and Time: September 7-9, 8:00-8:30

Place: Main Building Room 301, Miyagi University Taiwa Campus

\*JACET 49th (2010) Annual Convention

Theme: “Tomorrow’s Learners, Tomorrow’s Teachers: Autonomous Development in College English Language Learning and Teaching”

Dates and Time:

September 7 (9:00 - 18:40)

September 8 (9:00 - 17:10)

September 9 (9:00 - 15:30)

Place: Main Building, Miyagi University Taiwa Campus

**Publications**

1 *JACET-Tohoku Newsletter* No. 36 was published in March, 2010.

2 *TOHOKU TEFL* (A collection of papers compiled by the Tohoku Chapter) Vol. 3 was published in March, 2010.

**Schedule for September 2010 - March 2011**

Executive Committee Meeting concerning the 49th Annual Convention

Date: October 16, 2010

Time: 12:00 - 16:00

Place: L-Sola Sendai

November Executive Committee Meeting

Date: November 27, 2010

Time: 12:00 - 14:00

Place: Meeting Room 6, Sendai Civic Auditorium

November Regular Meeting

Date: November 27, 2010

Time: 14:00 - 17:00

Place: Meeting Room 6, Sendai Civic Auditorium

Those wishing to present papers at the meeting are expected to submit an 100 English word abstract by October 27.

Details will be announced soon.

**Publication**

To be published in 2010-2011:



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

(Kumiko Okazaki,  
Sendai National College of Technology)

## <Hokkaido Chapter Report>

### Annual Chapter Convention

On July 10, the 2010 Hokkaido Chapter Convention was held at Hokkaido Univ. In the general meeting, the financial and activity reports for 2009 and 2010 were accepted. The agenda also included 2011 budget, schedule, and committee members, which were also approved. Following the general meeting were research presentations: "Development and Consideration toward Generalization of 'Retriever 2', a Computerized Portfolio Supporting Vocabulary Learning" by Hiroya Tanaka (Hokkaido Information Univ.); and "The Ideal L2 Self and Thinness of Psychological Boundaries: A Study of EFL Learners in Japan" by Kenta Sugawara (Hokkaido Univ. Graduate School). After the presentations, Hisatake Jimbo (Waseda Univ., JACET President) gave a lecture entitled, "In Search of a New Framework of EFL Teacher Training and Evaluation: Based on Survey Results of Education Boards". After the lecture, a symposium entitled, "Social Contributions and Their Actualities by College English Teachers" was held. The chairperson was Yoshiki Yokoyama (Hokkaido Univ. of Education Sapporo); the panelists were Ryu-ichi Yorozuya (Hokkaido Univ. of Education Sapporo), Tomoyuki

Sasaki (Hokkaido Institute of Technology), and Yasushi Kawai (Hokkaido Univ.).

### Lecture Meeting and Publications

On May 16, the first lecture meeting for 2010 was held at Fuji Women's Univ. Won-Gyu Lee (Korea Univ., Visiting Professor at Hokkaido Univ.) gave a lecture entitled, "Development of CALL Materials through an Interdisciplinary Collaborative Project: An Anecdotal Report from South Korea".

*Research Bulletin of English Teaching, No. 7* was issued on March 15, 2010. This issue includes two articles: "A Suprasegmental Threshold for L2 Pronunciation" by Tamami Katayama (Hokkaido Univ. Graduate School); and "Methods for Improvement toward Communication-Oriented English Lessons: Through a Method of Classroom Analyses Using COLT" by Akinobu Shimura (Asahikawa Jitsugyo Senior High School).

The 23rd issue of the Chapter Newsletter was published online in March.

(Tomohiko Oda, Sapporo Univ.)

Call for  
Your Classroom Reports

The JACET Secondary Classology  
Research Committee

The JACET Secondary Classology

Research Committee began discussing developmental education in April, and is looking for good examples of classroom reports in order to publish a new book *English Language Classes in Higher Education: Developmental Education for Learner Autonomy* (tentative) (『高等教育における英語授業の研究—学習者の自律性を高めるリメディアル教育 (仮)』). The book will be published in March, 2012.

We will begin collecting your reports in December, 2010, and the deadline will be February 28, 2011. The reports must be typed in Japanese on 2 pages of A4 size paper. More detailed information will be provided in December.

We hope many of the JACET members will apply for this project.

If you have any questions about this project, please contact us. Hokkaido Chapter: SASAKI, Tomoyuki

(Hokkaido Institute of Technology)  
[tsasaki@hit.ac.jp](mailto:tsasaki@hit.ac.jp)

Tohoku Chapter: KOJIMA, Hideo (Hirosaki Univ.) [kojima@cc.hirosaki-u.ac.jp](mailto:kojima@cc.hirosaki-u.ac.jp)

Kanto Chapter: BABA, Chiaki (Teikyo Univ. of Science) [chiaki@ntu.ac.jp](mailto:chiaki@ntu.ac.jp)

Chubu Chapter: KIMURA, Tomoyasu (Nagoya Univ. of Foreign Studies)  
[kimurat@nufs.ac.jp](mailto:kimurat@nufs.ac.jp)

Kansai Chapter: SUGIMORI, Naoki (Ritsumeikan Univ.)  
[naosugi@is.ritsumei.ac.jp](mailto:naosugi@is.ritsumei.ac.jp)

Chugoku-Shikoku Chapter: MATSUMOTO, Hiroyuki (Ehime Univ.)

[matsumoto@eec.ehime-u.ac.jp](mailto:matsumoto@eec.ehime-u.ac.jp)

Kyusyu-Okinawa Chapter: TAGUCHI, Atsushi (Chikushi Jogakuen Univ.)

[ataguchi@chikushi-u.ac.jp](mailto:ataguchi@chikushi-u.ac.jp)

### Editors' Note

We are most grateful to Prof. Kazuyo Yatsugi for her contribution to our newsletter. We also extend our sincere appreciation to the authors of the special articles: Prof. Norihito Kawana, Prof. Mitsutada Metoki, and Prof. Yoshiki Yokoyama.

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### JACET News

DIIRECTOR IN CHARGE

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The Japan Association of College English Teachers

(President: Hisatake Jimbo)

55 Yokotera-machi, Shinjuku-ku, Tokyo  
162-0831

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

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