Contents

[Foreword]

New Projects for 2011

Hisatake Jimbo
President of JACET
(Waseda University)

A year has passed since I assumed the presidency of JACET.

Our objective this year is to bring the following projects to fruition.

1. JACET 50th Anniversary Publication Project

We are publishing *A Series of Studies on English Education*. So far nine volumes have been published and four other volumes are forthcoming this year.

We will also publish *JACET's Fifty-Year History* in 2012, so we have started

collecting data for this publication.

2. Annual Convention

This year the JACET 50th International Commemorative Convention will be held from August 30 to September 2 at Seinan Gakuin University in Fukuoka, Kyushyu. The theme of this important event will be "Challenges for Tertiary English Education: JACET's Role in the Next Fifty Years." We will reflect on the past fifty years of JACET's activities and discuss the next fifty years of JACET's contribution to English education. 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 around the world.

The first plenary symposium will be on "Future Prospects in Language Education in East Asia: Common Asian Framework of Reference for Languages in Learning, Teaching and Assessment (CAFR)." The panelists will be Dr. Zhou Yan (Beijing Foreign Studies University), Dr. Min Chan Kyoo (Korea National University of Education), Dr. Lawrence Jung Zhang (Nanyang Technological University) and Dr. Ikuo Koike. The moderator for this session will be Professor Masahiko Higuchi (Kagoshima University).

The second plenary symposium will be on "Language Education in the 21st Century: Contextualizing the Plurilingual and Pluricultural Perspectives." We will invite representatives from French, German, Chinese and Korean language associations in Japan to participate in a discussion, and President Jimbo will moderate this session. The panelists will be following professors: Kazumi Sakai (Keio University, German), Mitsuru Ohki (Kyoto University, French), Yutaka Furukawa (Osaka University, Chinese) and Yukiko Furukawa (Kyusyu Sangyo University, Korean).

The third plenary symposium will be moderated by former president Mamoru Morizumi on the future roles of JACET.

The convention will feature a wide range of symposia and presentations. I hope many JACET members and affiliate members will attend this memorable conference.

3. Seminars

The 39th JACET Summer Seminar will be held in Kusatsu, Gunma Prefecture, on August 4-5, 2011. The main lecturers will be Dr. William Grabe and Dr. Fredricka Stoller. The theme is "Advanced EFL and ESP Reading." The next Spring Seminar will be held in late March, 2012 at Waseda University. The tentative theme is "A New Framework of English Education from Elementary to Tertiary Level."

4. Local Chapter Activities

Each JACET chapter is very active. Each will host its annual convention and publish an annual journal and regular newsletters. The Kansai chapter will be celebrating its

40th anniversary by hosting a special annual convention on November 27, 2011.

5. Collaboration with other academic associations

JACET has been pursuing collaborative relationships with other academic associations both domestically and internationally. We have invited many representatives of associate English teaching organizations to our annual conventions in the past, and representatives from newly established associations, CELIA (China English Language Education Association) and Thai TESOL will attend our upcoming annual convention.
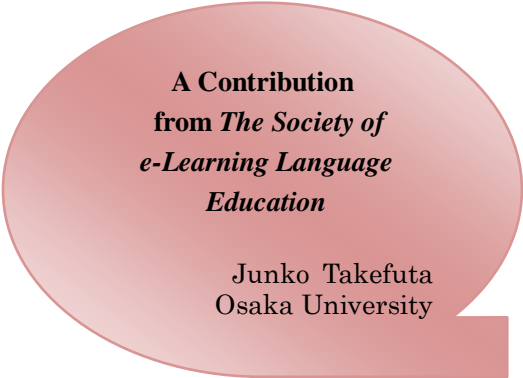
As a new initiative, we have begun to collaborate with the academic associations of other languages in Japan. The first step in this direction was the joint seminar with the representatives from JGG (Japanische Gesellschaft für Germanisitik) and the SJDF (Société Japonaise de didatique du Français) on August 20, 2010 and the follow-up collaborative symposium which will be held on March 17-18, 2011 at Waseda University. In addition to these two organizations we will invite representatives from the JACLE (Japan Association of Chinese Language Education) and the JAKOLT (Japan Association of Korean Language Teachers) to this year's annual convention.

6. Reorganization

JACET has been recognized as a public interest association since August 15, 2008. This new law requires us to choose between the status of General Public Association (Ippan Shadan Hojin) and that of Public Interest Association (Koeki Shadan Hojin). We have chosen the former and will go ahead with the process of completing the administrative reorganization by 2012.

I hope 2011 will be a groundbreaking year for JACET. I look forward to the earnest contribution of all members.

A Contribution from *The Society of e-Learning Language Education*

Junko Takefuta
Osaka University

The Society of e-Learning Language Education was founded in 2005 to be a place for hands-on research and the exchange of constructive ideas towards the effective implementation of e-Learning education based on concrete results, rather than mere desk theories. We have disseminated knowledge on e-Learning and its application, and promoted communication among language teachers through holding an annual conference, occasional study meetings, and publishing an academic journal (*Studies in e-Learning Language Education*) and

newsletters.

This academic society is commonly referred to as *WELL* because it is mostly aimed at enriching classes that utilize the Web and CALL classrooms. As can also be gathered from this, with this society the word "e-Learning" is synonymous with ICT Education; in other words, it is defined as "education using ICT technology" such as computers, the internet, and mobile terminals.

Along with the evolution of ICT technology, the Ministry of Education, Culture, Sports, Science, and Technology is involved with relaxing regulations on education utilizing new technology. With the current Standards for Establishment of Universities, it is possible to certify up to 60 credits out of the 124 credits required for graduation from classes taken at a location outside of the classroom where various media are applied at a high level.

The strengths of e-Learning began being pointed out in Japan approximately ten years ago and caused a rapid increase in education institutions constructing CALL classrooms. These strengths include making autonomous learning possible without choosing the time and place, the ability to partially solve the problem of shortage of time and teachers for foreign language learning, and its likelihood of alleviating psychological burdens by allowing each person to study at their own pace. However, weaknesses are also pointed out; they include difficulty in sustaining the motivation to continue learning and a bland,

low level of interactivity with instructors and other students. Considering these and other potential demerits of e-Learning, together with a demand for educational results equal to or greater than those of face-to-face classes, various measures should be utilized in e-Learning to guarantee the quality of education.

In e-Learning, it is also possible to provide materials for self-study, hold remote lectures over the internet, and deliver classes to other universities. However, an increasing number of educational institutions that are implementing e-Learning tend to be centered around the "face-to-face/outside the classroom blend type." In this form of class, optimal results can be expected only when the wheels of leading teaching materials and a system to support the class (Learning Management System: LMS) are both properly in place. Along with covering these two areas, the Society of e-Learning Language Education aims to research the possible uses of educational media such as computers and the internet in classes from a hands-on perspective and to produce genuine successful examples of e-Learning. Specifically, we will deal mainly with the following issues:

- Development of software for foreign language education
- Development of LMS with functions useful for language learning
  (e.g. WebOCM site: http://www.mle. cmc.osaka-u.ac.jp/webocmhome/)

- Implementation of education utilizing ICT technology
- LMS operation methods usable even by teachers unaccustomed with computers
- Know-how for the efficient establishment and operation of CALL classrooms

Details available at The Society of e-Learning Language Education website:

http://www.mle.cmc.osaka-u.ac.jp/well/

Self-Produced WBT Systems on Moodle at Yasuda Women's University

Hironobu Matsuoka

Yasuda Women's University is located in the northern area of Hiroshima City, where the 46th Annual Meeting of JACET was held several years ago. It has now four faculties and nine departments including English and Pharmacy. It is one of the biggest women's universities in the Chugoku and Shikoku District.

Our first CALL room with 62 booths was built in September, 1997. We called the teachers working for it "the CALL Staff" and they have been contributing to our e-learning system, while I have been in charge of the management of CALL since its inception. Twelve years ago we first developed an early e-learning system with a single WBT (Web-Based Training) system, *QM*, which I programmed for multiple-choice questions. Another system for dictation was created one year later and was added to our system. It was called the *KD System* and it was programmed by Kazumichi Enokida, associate professor of Hiroshima University, a former CALL staff member. It is now widely used at senior high schools and universities around the nation. In addition to typing students' dictated words, the *KD system* can tell students what words are incorrect in red when they press the correction button. It also gives them a great deal of exposure to English sounds. Our students are very fond of this unique system and are willing to work on it.

In 2000, our e-leaning system drastically changed with the introduction of *Satto Eisaku!*, a correction program for Japanese-English translation by Norihisa Nishimura, associate professor at the Department of Current Business and expert on software programming. The program can check each student's translation automatically and not only gives suggestions for a better version but also presents some correct alternative translations. The alternative answers are, of course, prepared by a teacher using some braces, brackets and parentheses which have specific meanings for authoring

alternatives.

In addition to this program, Nishimura Sensei created *Satto Sentaku!*, another program for multiple-choice questions with advanced learning procedures. Eventually, our system became a package with four language learning programs and was named *YASUDA SYSTEM*, to be sold commercially nationwide.

Four years ago we started to use Moodle for our e-learning system. The Moodle is installed on a Linux server we set up and thanks to Moodle our students can easily access the TOEIC listening resources, even at home, with assistance from the flash sound streaming system. As a result, fortunately for us but unfortunately for them, they have more listening tasks to do for homework than ever before.

As most people realize, Moodle is a tremendous free course management system used all over the world. It has a useful quiz authoring system corresponding to several types of questions but not all of them can be considered user friendly. In other words, some of the interfaces for writing questions have room for improvement despite its state-of-the art estimating system. As a matter of fact, it often takes a lot of time to make cloze quizzes through the interface. Moreover, it is impossible for most teachers to customize the settings for quiz making. In that sense, the *YASUDA SYSTEM* is more flexible and has various options for settings, one of which is the one for alternative

answers, for example.

Consequently, even on Moodle we are still predominantly using our own authoring system consisting of the four WBT programs, *QM*, *KD*, *Satto Eisaku!* and *Satto Sentaku!*. At the same time, our teachers feel that there are various great benefits from using Moodle and we cannot imagine life without it. In fact, we believe that the implementation of our authoring *YASUDA SYSTEM* into Moodle will have a long shelf life, and will encourage students to work harder on English quizzes generated by our homemade system.

Now we are taking another step to establish more effective ways of e-learning: a new type of CALL using our students' own laptop computers. All students are expected to bring laptops to university if necessary for their classes. Therefore, if they do not have one, they are required to buy a laptop upon enrollment. That is why we envision students' using their own computers for language learning. We already have three CALL rooms at the university and previously thought it best for students to use an ordinary CALL room with many desktop computers specially designed for language learning. However, we have since realized that it is more effective for students to develop English learning habits at home through e-learning if they can use their own computers in the same way as in their university classes. Now a new type of CALL room is under construction where students can make the

most of their laptops, thereby linking class and home directly.

Finally, I would like to express my gratitude to my present and former colleagues for their great help and to my university for its generous financial support.

My Class

Sustained Silent Reading

Takahiro Iwanaka
Kagawa University

Although I have been teaching English for almost 20 years, it is still a difficult challenge to motivate students successfully without relying on such fun activities as games and songs. Most students are quite strongly motivated to study English in April when the new academic year starts. In May, however, they gradually become less motivated to study it. The same thing often happens in the fall semester. Although they are willing to study English in October, their motivation for learning gradually decreases over the ensuing months.

When I sensed that students were losing interest in learning English and getting bored in class, I would often employ extra activities which I hoped would interest them. For example, they enjoyed playing games in English, listening to English songs and watching movies. These activities were quite successful in alleviating their boredom. Although most of them enjoyed those activities very much, some of my students commented that these extra activities were a waste of time as they did not contribute directly to the development of their English proficiency. Although I believe that those extra activities were not a waste of time, I have to admit that they were rather ad hoc measures. It is indeed probable that they did not help develop their English proficiency systematically.

How can we maintain our students' motivation for learning English? We can achieve it by making our classes fun as I mentioned above. To be fun, however, is not enough to bring about the development of our students' English proficiency. One of the solutions to this issue is Sustained Silent Reading (SSR). SSR is a form of school-based reading where students read books silently in a designated time period regularly. This aims at nurturing students' autonomy as well as fostering their reading comprehension ability.

Here, I would like to explain how SSR has changed my students and the class atmosphere. The course into which I incorporated SSR was primarily focused on TOEIC preparation. It was a 90-minute class held once a week. The textbook focused on strategies for getting good scores on the TOEIC. I used it for approximately the first 60 minutes and

allocated the last 30 minutes for SSR. I employed Penguin Graded Readers (Level 3) as the materials for SSR. Each student chose a book to read. After enjoying reading for almost 30 minutes, they wrote down short comments about the book they had read. I read their comments and gave them feedback the following week. It was up to them as to whether they would continue reading the same book they had started the previous week or not.

The incorporation of SSR has brought about several surprising results. First, fewer students came late for class. Quite a few students wanted to continue reading the book they had started the previous week. As it was a third period course, students were able to enjoy reading during lunch break if they wanted. I was impressed to see several students in the classroom 30 minutes before class waiting for their favorite books!

Second, fewer students seemed to be sleepy in class. It is generally said that there is a dip in performance after lunch, the post-lunch dip. This course was held during the third period and SSR was held from 2:00 to 2:30. Although I worried that students would feel sleepy while reading or would not be able to maintain their concentration for 30 minutes, they all enjoyed reading books without nodding off. None of them looked bored. They all concentrated on reading in silence. The particular atmosphere created by SSR is something that all teachers should experience. Once experienced, it reminds us

that students are more self-reliant and autonomous than we may think and that they have the ability to learn by themselves.

Third, students began to make a greater effort during the non-SSR part of the class. The course utilized a textbook to prepare them for TOEIC. They were expected to study each chapter at home before coming to the class. It seems that SSR increased their motivation for learning English in general. As the course proceeded, fewer students came to the class unprepared.

Lastly, most of the students' TOEIC scores rose significantly. They took TOEIC in April and December. The following table shows how their TOEIC scores improved after experiencing SSR.

Table *Students' Average TOEIC Scores*

	N	M	Min	Max	SD
April	32	471.09	305	835	109.58
December	32	572.50	310	910	135.26

$t(62) = -5.89$, $p = .00$

The importance of input in second language learning is undeniable. Exposure to ample input is necessary for learners of English to develop their English proficiency. SSR can achieve this and is also enjoyable.

High school students generally study English very hard to prepare for their entrance examinations. Although university students understand that English is very important for their future careers, it seems to me that they are less and less motivated to study English seriously. The fact that

English is important for them in the future alone is not enough to sustain their motivation for learning English. Teachers should come up with a technique which is both fun and beneficial for students. I am sure that SSR is a promising candidate. Why don't you try it in your own classes?

SIG Introduction

ESP-Kanto

Chair: Reiko Fujita
Tokyo Keizai University

The JACET SIG ESP Kanto Group was started in 1996 by Prof. Morijiro Shibayama (Surugadai Univ.) and five other members in the hope of expanding the fields of ESP researchers. Since then, the number of members has been steadily increasing. Currently, we have about 45 members and our mailing list includes more than 80 participants who are interested in ESP all over Japan. The background of our members is diverse. Some members research Pharmacy English or English for Nurses, others specialize in Engineering English or English for Chemistry majors, and still others teach Business English or English for Tourism. Thus, our group meetings offer dynamic opportunities for networking and for learning about a variety of aspects necessary to practice ESP.

ESP practitioners are constantly required to learn and investigate various factors. For example, we need to conduct genre analysis and needs analyses to identify language needs and students' needs. We need to select appropriate vocabulary to teach in the classroom. We need to develop materials to match such language and learners' needs. Classroom management and effective activities for ESP learning are some other important factors for ESPers.

Our group's aim is to acquire knowledge regarding ESP theory and practice through sharing members' research and classroom practices. In addition, we hope to contribute in some way to the development of ESP education in Japan. Our group is trying to achieve these aims through activities which fall into two categories: (1) presentations by members or invited speakers on ESP related topics, and (2) publication of the Annual Report on ESP.

In the 2010 academic year, we held as many as seven meetings and plan to hold one more in March. On average, about 10 different members gather at these meetings, yet we have had as many as 20-30 participants depending on the topic of the presentation. The following is a list of presentation titles and presenters from our meetings in 2010. It may give readers a general idea of what we do.

•·April: "Implementing a Large-Scale ESP Program in Japan" by Laurence Anthony (Waseda Univ.)

•June: "Report on a Remedial English

Course aimed at future ESP" by Mari Hiraoka (Waseda Univ.) and Hiroaki Sugimoto (Nihon Univ.)

•October: "What is pharmaceutical English?" by Eric M. Skier (Tokyo Univ. of Pharmacy and Life Sciences) and Toshio Kaneko (Nihon Univ.)

•November: Guest speaker Judy Noguchi (Mukogawa Women's Univ.) from Kansai ESP "Exploring ESP frontiers: Systemic literacy, lifelong learning, ESP bilingualism"

•January: "Comparing Listening and Vocabulary Enhancement Activities for Vocabulary Acquisition and Retention" by Andrea Little (Tokyo Univ. of Pharmacy and Life Sciences) and Kaoru Kobayashi (Tokyo Univ. of Agriculture)

All the presentations are followed by a question/answer session and comments. Such presentation sessions offer the members a significant opportunity to learn different aspects of ESP to build knowledge and obtain ideas for their own research or classroom activities.

In addition to the above, we held a joint meeting with the JACET SIG Vocabulary Group in July. Two members from each group presented. From the Vocabulary Group, Prof. Chikako Nakagawa (Tokyo Keizai Univ.) presented her research on false memory of target vocabulary and Prof. Kiwamu Kasahara (Hokkaido Univ. of Education) spoke on a comparison of strategies in presenting new words. From the ESP Group, Prof. Kayoko Murakami

(Shibaura Institute of Technology) presented her research on upgrading the language environment for foreign visitors in Japan. Finally, Prof. Atsuko Yamazaki (Shibaura Institute of Technology) wrapped up the session by speaking about aspects on which ESP research and vocabulary research can merge. Certainly, ESP and vocabulary research are closely related in many ways, and sharing knowledge in this collaborative session was a beneficial opportunity for members of both groups.

Another highlight of our activities this year was inviting one of the foremost authorities on ESP research in Japan, Prof. Judy Noguchi, to give a presentation. In her presentation, "Exploring ESP frontiers: Systemic literacy, lifelong learning, ESP bilingualism," she clarified the primary concepts of how ESP should be taught to students, particularly in this era when change is so speedy. She addressed the importance of life-long learning and the teacher's role in motivating students to prepare for this endeavor. She also introduced the concept of "ESP bilingualism," which was significant. ESP seems to be one of the most practical and realistic routes to approach bilingualism. She certainly gave the audience a new perspective and direction in approaching ESP.

This year marks the 12th issue of our publication, the Annual Report on ESP. We issue a call for papers to members and non-members. Each issue contains articles,

research notes, presentation reviews related to ESP and the ESP Kanto Group's activity report. We will continue our efforts with this publication, hoping to give ESP researchers a chance to present their research to the public.

We plan to continue similar activities next year. If you are interested in participating, please drop in at one of our meetings. For meeting details, please contact: <reiko.fujita@jcome.home.ne.jp>

Report from
the JACET Headquarters

Secretary General:
Naoko Ozeki
Meiji University

Every March, JACET has to submit reports to the Ministry of Education in order to fulfill the obligation as an incorporated association. We have been busy preparing these papers, one of which is a project master plan. Among the numerous JACET projects scheduled for 2011, the most important is the 50th Commemorative International Convention to be held in Fukuoka from August 30 to September 2. The conference features a range of symposiums in which well-known researchers such as Dr. Ernesto Macaro and Dr. Peter Skehan will participate. I am

especially interested in listening to Dr. Macaro speaking about the viability of continuing research in learning strategies. I am also looking forward to hearing Dr. Skehan, who is widely known for his work in the cognitive approach to language learning.

If you look at the other events scheduled for 2011, you will notice that all the chapters of JACET have planned projects focusing on their members' interests. Although a project such as the 50th Commemorative International Convention is essential for JACET if it is to promote academic research, each of the seven chapters of JACET makes a continuous effort to foster the professional development of its members. Every chapter holds an annual conference and publishes journals and newsletters. In addition, some chapters host seminars and lectures every year. All of these activities have helped to maintain the high professional standard of JACET members. I hope that this work will continue, no matter what changes might arise in the organization's legal status.

Reports from
Chapters

<Kyushu-Okinawa Chapter Report>
  October 16
SIG East Asia English Education 102nd Seminar

(Venue: Seinan Gakuin University)

"Self-analysis of the Learners' Skills in English Communication and their Attitude toward Learning English"

Wakako Pennington, Chie Torigoe, Naomi Yukimaru (Seinan Gakuin Univ.)

"Patterns of Vocabulary Acquisition"

Joseph Myall (Seinan Gakuin Univ.)

November 13

1:00～3:00

The 3rd Chapter Board Meeting

3:30～5:30

Autumnal Special Lecture 2010

"Working with Collocations, Phrases and Word Lists: Connecting Multi-word Units, English Language Classrooms, and the Academic Word List"

Dr Averil Coxhead (Victoria Univ. of Wellington, New Zealand)

November 20

SIG East Asia English Education 103rd Seminar

(Venue: Seinan Gakuin University)

"Five Years' Results of TOEIC Test Reviewed: from the Viewpoint of Curriculum Development"

Yuko Tanoue (Fukuoka Women's Univ.)

December 18

SIG East Asia English Education 104th Seminar

(Venue: Seinan Gakuin University)

"English Education for Academic Purposes: Past and the Future － mainly on Vocabulary and Writing"

Akira Tajino, Toshiyuki Kanamaru, Sayako Masuwana, Masakata Kitada, Kei Kawanishi, Yuka Hidaka (Univ. of Kyoto)

January 8

The 4th Chapter Board Meeting

(Venue: Seinan Gakuin University)

January 22

SIG East Asia English Education 105th Seminar

(Venue: Seinan Gakuin University)

"Purposes of College English Education Reconsidered"

Koji Mizushima (Southern Kyushu Junior College)

"Training before Short-term English Abroad Program Reviewed: in Southern Kyushu Junior College"

Hitoshi Yokobori (Southern Kyushu Junior College)

February 19

SIG East Asia English Education 106th Seminar

(Venue: Seinan Gakuin University)

"English Language Education Policy in Chinese Universities"

Takayuki Hara (Meikai Univ.)

（Kenichi Ito, The Univ. of Kitakyushu）

< Chugoku-Shikoku Chapter>
1. Block 1 Research Meeting
Place: Yasuda Women's University

Time: September 25, 2010

(a) Workshop

"Moodle Workshop", Hironobu Matsuoka (Yasuda Women's Univ.)

(b) Oral Presentation

[Research Paper 1]

"Teaching English for Medicine by Making Use of Moodle", Jun Iwata, Yuko Tamaki and John Clayton（Shimane Univ. Waikato Institute of Technology）

[Research Paper 2]

"Educational Research on the Subject 'English Communication' in Early Childhood Education at a Junior College: How to Enhance the Degree of Satisfaction with the English Class", Naoko Tanabe (Yasuda Women's Univ.)

2. Block 2 Research Meeting

Place: Shujitsu University

Time: October 16, 2010

(a) Oral Presentation

[Research Paper 1]

"Moodle: Enhancing Classroom Management and Teaching", Makoto McLean (Part-time lecturer at Yasuda Women's Univ. and Hiroshima City Univ.）

[Research Paper 2]

"A Study on the Improvement in Spoken Word Recognition by Word Lists Based on Error Analysis in Dictation", Takashi Koyama (Okayama Univ.)

[Research Paper 3]

"Classroom Activities Contributing to Increased Motivation for Learning: Three Psychological Needs to Be Taken Into Consideration", Takayuki Iwanaka (Kagawa Univ.)

[Research Paper 4]

"A Quantitative Analysis of Words and Phrases in Two English Textbooks", Hidetomo Torigoe (Kagawa National College of Technology)

(b) Lecture

"English and Me", Koji Nakamura (a former professor at Okayama Shoka Univ.)

3. Block 3 Research Meeting

(A joint meeting with Action Research Study Group)

Place: Matsuyama University

Time: November 27, 2010

(a) Oral Presentation

[Research Paper 1]

"Action Research Activity in Primary School", Chiaki Yamamoto (Kadono Primary School)

[Research Paper 2]

"Some Ways to Improve How to Express Ourselves", Hiromi Sugano (Kitaiyo Junior High School)

[Research Paper 3]

"Some Improvements in Teaching Writing --Focus on Teacher's Introspection", Daisuke Ikeuchi (Doi High School)

(b) Lecture

"Action Research, its Past, Present and Future", Masayuki Sano (Matsuyama Univ.)

(c) Panel Discussion

Coordinator: Tsuyoshi Kanamori (Matsuyama Univ.) Panelists: Masayuki

Sano (Matsuyama Univ.) and Hirokazu Kamata (Nanyo Education Office)

4. Oral Presentation and Performance (OPP)
Place: Hiroshima Institute of Technology
Time: December 18, 2010
Coordinator: Chiaki Iwai (Hiroshima City Univ.) Sixty-two presenters from seven universities joined this event. (Hiroshima Institute of Technology, Hiroshima City Univ., Hiroshima Prefectural Unive., Hiroshima Jogakuin Univ., Hiroshima Kokusai Univ., Yasuda Women's Junior College, and Hiroshima Kokusai Gakuin Univ.) (For more information, please visit http://chiaki.intl.hiroshima-cu.ac.jp/Bulletin/07OPP/OPP_index.htm)
(Hidetomo Torigoe, Kagawa NCT)

<Kansai Chapter>
CHAPTER CONFERENCES
2010 Spring Conference
Date: Saturday, June 19, 2010
Place: Doshisha Women's College (Imadegawa Campus)
Theme: Future Directions for Classes in University English Education
One Colloquium, two Research Papers, six Reports on Classroom Activities, and one Lecture were presented with 158 participants.

2010 Autumn Conference
Date: Saturday, November 27, 2010

Place: Kwansei Gakuin University (Uegahara Campus)
Theme: Future Directions for Classes in University English Education
Six Research Papers, seven Reports on Classroom Activities, one Workshop, and one Symposium were presented with 114 participants.

LECTURE MEETINGS
1st Lecture Meeting
Date: Saturday, July 24, 2010
Place: 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.), & M. SUGITANI (Kansai Univ.)
The first lecture meeting of the 2010 academic year by Research on Foreign Language Education Abroad SIG was held on July 24th, at Campus Plaza Kyoto with 54 participants.

2nd Lecture Meeting
Date: Saturday, October 2, 2010
Place: Kobe International House
Theme: A Study of Material Development on "Autonomous Learning"
Chair: Y, OKAMOTO (Kansai Gaidai Univ.)
Presenter: H, NAKAGAWA (Kyoto Women's Univ.), Y. NISHINA (Ritsumeikan Univ.), & Y. OKAMOTO

(Kansai Gaidai Univ.)

The second lecture meeting of the 2010 academic year by Materials Development Group was held on October 2nd, at Kobe International House with 27 participants.

3rd Lecture Meeting (forthcoming)

Date: Saturday, March 12, 2011

Place: Kwansei Gakuin University (Umeda Campus)

Chair: J. NOGUCHI (Mukogawa Women's Univ.)

Presenter: T. GALLY (The Univ. of Tokyo), & A. TAJINO (Kyoto Univ.)

The third lecture meeting of the 2010 academic year will be held on March 12th, at Kwansei Gakuin University, Umeda Campus.

PUBLICATIONS

1. JACET Kansai Chapter Newsletter, Numbers 52, 53, 54, and 55 were published in the 2010 academic year.
2. JACET Kansai Journal will be published on March 31, 2011.

* 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 conferences 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 November 2010 to January 2011.

Executive Committee Meeting

1. The 6th Meeting: November 20 at Chukyo University

 Agenda: the annual Chapter Conference 2011, the 51st JACET Annual National Convention, the Winter Chapter Study Meeting program, Newsletter 25, and budget and schedule for 2011

2. The 7th Meeting: December 18 at Chukyo University

 Agenda: report on the Central Board Meeting, the Chapter Conference program, conference planning, JACET Annual National Convention.

3. The 8th Meeting: January 8 at Chukyo University

 Agenda: report on the Central Board Meeting, the Chapter Conference program, and the Spring Study Meeting

4. The 9th Meeting: February 26 at Chukyo University

 Agenda: to be announced

Winter Chapter Study Meeting

Date: December 18, 2010, 14:20~17:40

Place: Chukyo University

Keynote speech: SASAKI Miyuki (Professor, Nagoya Gakuin Univ.) on second language writing.

Presentations: Haruko Ohmine (Associate Professor, Aichi Gakusen Univ.), Rie Adachi (Associate Professor, Aichi Univ. of Technology), Hiroyuki Iyoda (Lecturer, Nagoya Univ. of Foreign Studies)

Publication

JACET Chubu Journal 8 was published and sent out to 350 members on December 20th.

Newsletter

JACET-Chubu Newsletter 25 was sent out to the 350 members on December 20th.

Upcoming Meetings and Conferences

1. **Spring Chapter Study Meeting**

Date: February 26, 2011, 14:00~17:50

Place: Chubu University, Tsurumai Campus

Keynote speech: Masamichi Mochizuki (Professor, Reitaku Univ.) on vocabulary teaching.

2. Annual Chubu Chapter Conference

Date: June 4, 2011

Place: Meijo University

Keynote speech: Yukio Tono (Professor, Tokyo Univ. of Foreign Studies) on analyzing learner corpora.

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 were held as follows:

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

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

The 3rd Meeting: 16:00~17:00, July 17, 2010

The 4th Meeting: 16:30~17:00, October 16, 2010

The 5th Meeting: 16:30~17:30, November 20, 2010

The 6th Meeting: 16:30~17:30, January 22, 2011

Annual Convention

The next JACET Annual Convention in 2011 is to be held at Daito Bunka University on 26, June. For the detailed information about the next convention, please visit our website. (The program is to be released in March.)

General Meeting

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

The 2nd Business Meeting was held at Waseda University on December 18.

JACET－Kanto Monthly Meeting

Monthly Meeting is to be held in March at Room 606, Bldg No. 16, Waseda University. (Please visit our Website for the detailed information. The schedule of Monthly Meeting in 2011 is to be announced on our Websitehttp://www.jacet-kanto.org/monthly/index2010.html. You can also get the information of Monthly Meeting through the mailing list.)

<New Board Members>

Mr. Masanori Oya (Waseda Univ.) and Mr. Kazuharu Owada (Tokyo College of Music) joined the Steering Members of JACET-Kanto Chapter in January, 2011.

(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.

November Regular Meeting

Date and Time: November 27, 2010, 14:30~16:30

Place: Meeting Room 6, Sendai Civic Auditorium

The meeting consisted of an invited lecture followed by two paper presentations as follows:

[Invited Lecture]

Hisatake Jimbo (President of JACET, Waseda Univ.) "Seeking a New Paradigm of Professional Development and Evaluation of Secondary English Teachers"

[Paper Presentations]

Katsuhiro Chiba (Sakura no Seibo Junior College) "Mental lexicon of Second Language Learners - neuroimaging study and issues to be considered-"

Jun Kaneko (The University of Aizu, Junior College Division) "Another use of 'iPod Touch' in English Classroom"

Executive Committee Meetings

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
Date: October 16, 2010
Time: 12:00~16:00
Place: Meeting Room 2, L-Sola Sendai

November Executive Committee Meeting
Date: November 27, 2010
Time: 12:00~14:00
Place: Meeting Room 6, Sendai Civic Auditorium

Schedule for April 2011 - March 2012
Annual Chapter General Meeting and Convention
Date: July 2, 2011
Place: L-Sola Sendai (subject to change)
December Regular Meeting
Date: December 3, 2011
Place: L-Sola Sendai (subject to change)
  Symposium and paper presentations are scheduled. Those wishing to present papers at the meetings are expected to submit abstracts (100-word in English or 200-character in Japanese). Deadlines are June 2, 2011 for Annual Chapter Convention and November 3, 2011 for Regular Meeting. Details will be announced soon.

JACET Award Tohoku Chapter Selection Committee Meeting
1 Date: April 2, 2011
 Time and Place: L-Sola Sendai

2 Date: May 7, 2011
　Time and Place: L-Sola Sendai
3 Date: July 9, 2011 (subject to change)
　Time and Place: L-Sola Sendai

Executive Committee Meetings
1 Date: April 16, 2011
　Place: L-Sola Sendai
2 Date: July 2, 2011
　Place: L-Sola Sendai (subject to change)
3 Date: December 3, 2011
　Place: L-Sola Sendai (subject to change)

Publication
To be published in 2011-2012:
　1 *JACET-Tohoku Newsletter* No. 38, to be published in March 2012.
　2 *TOHOKU TEFL* VOL. 4, to be published in March 2012.

(Kumiko Okazaki,
Sendai National College of Technology)

<Hokkaido Chapter Report>
Lecture Meetings

On November 7, the second lecture meeting for AE 2010 was held at Fuji Women's Univ. in the form of a symposium entitled, "Teaching English through English by Japanese English Teachers". The chairperson was Osamu Takai (Otaru Univ. of Commerce); the panelists were Shuu-ichi Teruyama (Chitose Aoba Junior High School), Noriaki Katagiri (Sapporo Kaisei Senior High School), and Michihiro Watanabe (the Hokkaido Education Research Institute).

On December 23, the third lecture meeting for AE 2010 was held at Hokkaido Univ. Mami Mitsugi (Hokkaido Univ. Graduate School of International Media and Communication) gave a lecture entitled, "The Effects of 'Core Meaning' on the Choice of Prepositions: Focusing on Temporal Prepositions, 'in', 'on', 'at', and 'by'". The Classroom-Centered Research Group in Hokkaido, whose chairperson is Yoshiki Yokoyama (Hokkaido Univ. of Education Sapporo), also presented their study, "How EFL Student Evaluation of Activities Reflect the COLT Observation Scheme?"

On March 3, 2011, the fourth lecture meeting for AE 2010 will be held at Fuji Women's Univ. The first lecturer will be Ami Sato (Graduate Student, Otaru Univ. of Commerce), who will present her study, "Teacher Identity Shift and Building Rapport with Students in Classroom Interaction". Aiko Sano (Sapporo Moiwa Senior High School) will also give a lecture entitled, "Building a Bridge: Research in Bilingual Japanese and English Compositions at the Japanese School of Toronto Shokokai Inc."

Publications

Research Bulletin of English Teaching, No. 8 will be issued in March 2011. Following the annual academic journal, the 24th issue of the Chapter Newsletter will also be published online in March.

（Tomohiko Oda, Sapporo Univ.）

Call for Submission

The JACET newsletter is seeking contributions (about 700~1000 words) for upcoming publications. Papers should focus on EFL teaching issues, methods, practices or successful lesson plans in Japanese post-secondary educational institutions. References should be cited in APA format (the 6th edition). Please send your article as an email attachment to jacetnews@gmail.com. You will be informed as to the status of your submission within about two months from the time we receive it.

Editors' Note

We are most grateful to Prof. Junko Takefuta for her contribution to our newsletter. We also extend our sincere appreciation to the authors of the special articles: Prof. Hironobu Matsuoka, Prof. Takahiro Iwanaka, and Prof. Reiko Fujita.

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